

# THE SCHOOL JOURNAL

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# THE SCHOOL JOURNAL

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## Why Teachers Should Organize.\*

By MARGARET A. HALEY, President National Federation of Teachers, Chicago.

The responsibility for changing existing conditions so as to make it possible for the public school to do its work rests with the people, the whole people. Any attempt on the part of the public to evade or shift this responsibility must result in weakening the public sense of civic responsibility and the capacity for civic duty, besides further isolating the public school from the people to the detriment of both.

The sense of responsibility for the duties of citizenship in a democracy is necessarily weak in a people so lately freed from monarchical rule as are the American people, and who still retain in their educational, economic, and political systems so much of their monarchical inheritance with growing tendencies for retaining and developing the essential weaknesses of that inheritance instead of overcoming them.

Practical experience in meeting the responsibilities of citizenship directly, not in evading or shifting them, is the prime need of the American people. However clever or cleverly disguised, the schemes for relieving the public of these responsibilities by vicarious performance of them, or however appropriate those schemes in a monarchy, they have no place in a government of the people, by the people, and for the people, and such schemes must result in defeating their object; for, to the extent that they obtain, they destroy in a people the capacity for self-government.

If the American people cannot be made to realize and meet their responsibility to the public school, no self-appointed custodians of the public intelligence and conscience can do it for them. Horace Mann, speaking of the dependence of the prosperity of the schools on the public intelligence, said: "The people will sustain no better schools and have no better education than they personally see the need of; and therefore the people are to be informed and elevated as a preliminary step towards elevating the schools."

Sometimes in our impatience at the slowness with which the public moves in these matters we are tempted to disregard this wise counsel.

The methods as well as the objects of teachers' organizations must be in harmony with the fundamental object of the public school in a democracy, namely, to preserve and develop the democratic ideal. It is not enough that this ideal be realized in the administration of the schools and the methods of teaching; in all its relations to the public, the public school must conform to this ideal.

The character of teachers' organizations is twofold. Organizations on professional lines existed before the

necessity became apparent for those for the improvement of conditions. The necessity for both is becoming increasingly evident, and the success of the one is dependent upon the success of the other. Unless the conditions for realizing educational ideals keep pace with the ideals themselves, the result in educational practice is deterioration. To know the better way and be unable to follow it is unfavorable to a healthy development. To have freedom in the conditions without the incentive of the ideal is no less harmful. It is, therefore, opportune that the occasion for organization in the newer sense, the sense understood in the subject of this paper, should be coincident with the formulation of the most advanced educational theory in a practical philosophy of pedagogy.

Modern educational thought has been dominated by the element of inspiration and the element of science, the former enthroning the child, displacing the subject matter of knowledge, as the center of educational theory; the latter founded upon the faith in underlying laws of human development in harmony with which it is possible to evolve a rational method of eliminating waste in the educational process.

How far the educative influence of teaching under these two motives tends to produce a teaching body capable of the highest kind of organized activity it is not possible to determine. Neither is it possible now to perceive the harmony between the principles underlying a rational system of teaching and those underlying the movement for freer expression and better conditions among teachers.

There is no possible conflict between the interest of the child and the interest of the teacher, and nothing so tends to make this fact evident as the progress in the scientific conception of educational method and administration. For both the child and the teacher freedom is the condition of development. The atmosphere in which it is easiest to teach is the atmosphere in which it is easiest to learn. The same things that are a burden to the teacher are a burden also to the child. The same things which restrict her powers restrict his powers also.

The element of danger in organization for self-protection is the predominance of the selfish motive. In the case of teachers a natural check is placed upon this motive by the necessity for professional organization. The closer the union between these two kinds of organization the fuller and more effective is the activity possible to each.

Freedom of activity directed by freed intelligence is the ideal of democracy.

This ideal of democracy is slowly shaping our educational ideal, and making its realization the function of our educational agencies.

The public school is the organized means provided by the deliberate effort of the whole people to free intelligence at its source—and thru freed intelligence to secure freedom of action.

\*This is the address as it will appear in the volume of proceedings of the National Educational Association. In connection with this Dr. Chancellor's letter on page 273, will be read with interest.



Misdirected activity is proof that the educational agencies are not properly functioning. This may be because these agencies have not freed intelligence, or it may be because the intelligence which they have freed is denied free activity.

Misdirected political activity in lowering the democratic ideal reacts to lower the educational ideal. On the other hand, a false or incomplete educational ideal fails to free the intelligence necessary for the work of constructing a democracy out of our monarchical inheritance.

That the public school does not feel its responsibility in the matter of political corruption, for instance, nor realize the effect upon the schools of this corruption and the misdirected activity of which it is a symptom, is proof that the public school is not yet conscious of its own vital function in a democracy.

When Ida Tarbell and Lincoln Steffens in lightning flashes disclosed to the American people indisputable facts concerning the business methods of our so-called "good business men" and their relations to politics, they showed a condition of affairs that must make every thoughtful citizen stop and ask, "Whither are we going?" How many public school teachers, on reading these disclosures said to themselves, "We must take our share of the blame. The public school, that great agency of the people for freeing intelligence has failed to do its whole duty." The public school is not wholly to blame. There are other educational agencies. There is the press, for instance. But the press does not belong to the people; it is a private enterprise. The schools do belong to the people, and they are free.

We teachers are responsible for existing conditions to the extent that the schools have not inspired true ideals of democracy or that we have not made the necessary effort toward removing the conditions which make the realization of these ideals impossible.

We recognize anarchy in the act which takes the life of the chief executive of a city, state, or nation; but there is another kind of anarchy in our midst. It is the anarchy which sends the railroad and corporation lobby to the legislatures and to the taxing bodies, yes, even to the bench, and in whose hands these servants of the people are as wax and obey the command of the lobby and defy the law they were elected and sworn to uphold. This is the anarchy we need to fear in America, and whose meaning the public school teachers need to comprehend.

It was indeed an invaluable public service which the teachers of Chicago rendered when they established in the courts, and in the minds of the people, the fact that thru the connivance of public officials five public utility corporations are enabled to rob Chicago of ten million dollars annually thru the free gift to these corporations of the use of the public streets. Think what that means, the second city in the Union compelled to pay to five corporations, her own creatures, an annual tribute of ten million dollars—more than the combined cost of maintaining the public schools and the public library—at the same time her board of education closing the schools, cutting the teachers' salaries, increasing the number of children in each room and otherwise crippling the service for want of money.

America's motto once was "Millions for defense, but not one cent for tribute." And we teachers may continue to teach that it is still our motto, but the children will learn in spite of our teaching that "Millions for tribute and not one cent for defense" is nearer the truth.

The significant thing in the tax crusade of the Chicago teachers was not the disclosing of these humiliating facts, nor the forcing of the corporations to return to the public treasury some of their stolen millions; it was that the public school, thru the organized effort of the teachers, was the agency which brought these conditions to the attention of the public and showed how to apply the remedy.

Nowhere in the United States to-day does the public school, as a branch of the public service, receive from the public either the moral or financial support needed to enable it properly to perform its important function in the social organism. The conditions which are militating most strongly against efficient teaching and which existing organizations of the kind under discussion here are directing their energies toward changing, briefly stated are the following:

1. Greatly increased cost of living, together with constant demands for higher standards of scholarship and professional attainments and culture to be met with practically stationary and wholly inadequate teachers' salaries.

2. Insecurity of tenure of office and lack of provision for old age.

3. Overwork in over-crowded school-rooms, exhausting both mind and body.

4. And lastly, lack of recognition of the teacher as an educator in the school system, due to the increased tendency toward "factoryizing education," making the teacher an automaton, a mere factory hand, whose duty it is to carry out mechanically and unquestioningly the ideas and orders of those clothed with the authority of position and who may or may not know the needs of the children or how to minister to them.

The individuality of the teacher and her power of initiative are thus destroyed and the result is courses of study, regulations and equipment which the teachers have had no voice in selecting, which often have no relation to the children's needs and which prove a hindrance instead of a help in teaching.

Dr. John Dewey, University of Chicago, in the *Elementary School Teacher*, December, 1903, says:

"As to the teacher,—If there is a single public school system in the United States where there is official and constitutional provision made for submitting questions of methods of discipline and teaching, and the questions of the curriculum, text-books, etc., to the discussion of those actually engaged in the work of teaching, that fact has escaped my notice. Indeed, the opposite situation is so common that it seems, as a rule, to be absolutely taken for granted as the normal and final condition of affairs. The number of persons to whom any other course has occurred as desirable, or even possible—to say nothing of necessary—is apparently very limited. But until the public school system is organized in such a way that every teacher has some regular and representative way in which he or she can register judgment upon matters of educational importance, with the assurance that this judgment will somehow affect the school system, the assertion that the present system is not, from the internal standpoint, democratic seems to be justified. Either we come here upon some fixed and inherent limitation of the democratic principle, or else we find in this fact an obvious discrepancy between the conduct of the school and the conduct of social life—a discrepancy so great as to demand immediate and persistent effort at reform."

A few days ago Professor George F. James dean



of Pedagogy of the State University of Minnesota, said to an audience of St. Paul teachers:

"One hundred thousand teachers will this year quit an occupation which does not yield them a living wage. Scores and hundreds of schools are this day closed in the most prosperous sections of this country because the bare pittance offered will not attract teachers of any kind."

Professor James further maintained that school teachers are not only underpaid, but that they are paid much less proportionately than they received eight years ago.

It is necessary that the public understand the effect which teaching under these conditions is having upon the education of the children.

In reacting unfavorably upon the public school, these wrong conditions affect the child, the parent and the teacher, but the teacher is so placed that she is the one first to feel the disadvantage; she is held responsible by the child, by the parent, by the authorities, by society, and by herself because of her own ideals, for duties, in the performance of which she is continually hampered. The dissatisfaction and restlessness among teachers are due to the growing consciousness that causes outside of themselves and beyond their control are making their work more difficult. Some of these causes of irritation are inherent in the school system. Such proceed from the failure of the system on the educational and administrative side to adapt itself to the growing ideals of education and the demand for rational methods of realizing them. These inherent causes of trouble include the limitations of the teachers themselves and the failure of the system either to remedy these deficiencies or to remove the deficient.

Where friction is minimized by enlightened supervision and administration the pressure of outside causes is less keenly felt. But where the system is so administered that inherent weaknesses and outside causes combine and reinforce each other to produce dissatisfaction, the double pressure increases the irritation and correspondingly hastens the time when sheer necessity impels the teachers to seek a remedy or leave the profession.

The first and crudest form of expression that dissatisfaction with these conditions takes is the reaction against the nearest and most obvious cause of irritation—unsatisfactory supervision and administration, which are later recognized as effects rather than causes. The last causes to be assigned are the real ones, and only when every individual effort to better conditions has failed does the thought of combined effort for mutual aid, in other words, organized effort, suggest itself.

And yet organization is the method of all intelligently directed effort.

Within the last decade in a few cities of the United States organization has been effected among those on whom devolves the responsibility of applying scientific principles to the actual work with children in the school-room, the purpose of such organization being to secure conditions under which rational teaching may become possible.

Such organization is at once the effect and the cause of a broadening of the intelligence and the educational outlook of the teachers, for to such organization they must take not only a reading acquaintance with the best in educational theory and practice but a practical knowledge of what constitutes scientific teaching. Nor is this all, tho it may suffice for the professional equipment of those whose duties are mere-

ly supervisory. The class-room teachers in addition to this must have the ability and skill, given fair conditions, to do scientific teaching. More than this, they must know the conditions under which scientific teaching is possible, must know when and in what respects such conditions are lacking; and, most difficult of all, because it includes all these and much more, they must know how to reach the public with accurate information concerning the conditions under which teaching is done and their effects on the work of the school.

Such are the prerequisites of teachers who would successfully engage in the work of securing better conditions for the children, for themselves, and for the schools thru organization.

A word before closing on the relations of the public school teachers and the public schools to the labor unions. As the professional organization furnishes the motive and ideal which shall determine the character and methods of the organized effort of teachers to secure better conditions for teaching, so is it the province of the educational agencies in a democracy to furnish the motive and ideal which shall determine the character and methods of the organization of its members for self-protection.

There is no possible conflict between the good of society and the good of its members, of which the industrial workers are the vast majority. The organization of these workers for mutual aid has shortened the hours of labor, raised and equalized the wages of men and women and taken the children from the factories and workshops. These humanitarian achievements of the labor unions—and many others which space forbids enumerating—in raising the standard of living of the poorest and weakest members of society are a service to society which for its own welfare it must recognize. More than this, by intelligent comprehension of the limitations of the labor unions and the causes of these limitations, by just, judicious, and helpful criticism and co-operation, society must aid them to feel the inspiration of higher ideals and to find the better means to realize these ideals.

If there is one institution on which the responsibility to perform this service rests most heavily it is the public school. If there is one body of public servants of whom the public has a right to expect the mental and moral equipment to face the labor question and other issues vitally affecting the welfare of society and urgently pressing for a rational and scientific solution, it is the public school teachers whose special contribution to society is their own power to think, the moral courage to follow their convictions, and the training of citizens to think and to express thought in free and intelligent action.

The narrow conception of education which makes the mechanics of reading, writing, and arithmetic, and other subjects, the end and aim of the schools, instead of a means to an end—which mistakes the accidental and incidental for the essential—produces the unthinking, mechanical mind in teacher and pupil, and prevents the public school as an institution, and the public school teachers as a body from becoming conscious of their relation to society and its problems, and from meeting their responsibilities. On the other hand, that teaching which is most scientific and rational gives the highest degree of power to think and to select the most intelligent means of expressing thought in every field of activity.

The ideals and methods of the labor unions are in a method a test of the efficiency of the schools and the other educational agencies.

How shall the public school and the industrial workers in their struggle to secure the rights of humanity thru a more just and equitable distribution of the products of their labor, meet their mutual responsibility to each other and to society?

Whether the work of co-ordinating these two great educational agencies, manual and mental labor, with each other and with the social organism, shall be accomplished thru the affiliation of the organizations of brain and manual workers is a mere matter of detail and method to be decided by the exigencies in each case. The essential thing is that the public school teachers recognize the fact that their struggle to maintain the efficiency of the schools thru better conditions for themselves is a part of the same great struggle which the manual workers—often misunderstood and unaided—have been making for humanity thru their efforts to secure living conditions for themselves and their children; and that back of the unfavorable conditions of both is a common cause.

Two ideals are struggling for supremacy in American life to-day: one the industrial ideal dominating thru the supremacy of commercialism, which subordinates the worker to the product and the machine; the other, the ideal of democracy, the ideal of the educators, which places humanity above all machines, and demands that all activity shall be the expression of life. If this ideal of the educators cannot be carried over into the industrial field then the ideal of industrialism will be carried over into the school. Those two ideals can no more continue to exist in American life than our nation could have continued half slave and half free. If the school cannot bring joy to the work of the world the joy must go out of its own life, and work in the school as in the industrial field will become drudgery.

Viewed in this light the duty and responsibility of the educators in the solution of the industrial question is one which must thrill and fascinate while it awes, for the very depth of the significance of life is shut up in this question. But the first requisite is to put aside all prejudice, all preconceived notions, all misinformation and half information, and to take to this question what the educators have long recognized must be taken to scientific investigation in other fields. There may have been justification for failure to do this in the past, but we cannot face the responsibility of continued failure and maintain our title as thinkers and educators. When men organize and go out to kill they go surrounded by pomp, display, and pageantry, under the inspiration of music and with the admiration of the throng; not so with the army of industrial toilers who have been fighting humanity's battles unhonored and unsung.

It will be well indeed, if the teachers have the courage of their convictions and face all that the labor unions have faced with the same courage and perseverance.

To-day, teachers of America, we stand at the parting of the ways. Democracy is not on trial, but America is.

### An Enemy of Boys.

The account given of a youth of nineteen years in Philadelphia who died from smoking cigarettes shows what a foe teachers have to contend with. The boy had become so affected by nicotine as to determine to kill his father and mother; this he did with a razor. A diary was found showing that he had meditated upon this awful act for days. The cigaret evil must be stamped out.

### The Right Time for Presentation.

I want to tell about an experience with a Freshman class in composition which yielded results a little out of the ordinary.

They were the usual fun-loving individuals of ten to fifteen years, with strong prejudices for and against various things. Now I do not believe that all souls are alike any more than I believe that all vegetables are potatoes, or that all potatoes are Early Rose, or that all Early Rose are the same. So I set myself to studying each soul, not in the finish, as yet, but in its possibilities.

The boys and girls of my class had longings and feelings. The boys, some of them longed to take their guns and go hunting in the beautiful woods seen from the school building. They felt imprisoned in the school building. They felt a dislike for passive school-life. They longed, O, they longed for freedom, the hills, their gun, their dog, the sunshine, the fine air, than which there was none better than in their town. I did not breathe the word composition to them. How could I! It would have been cruel. My girls, too, were full of pleasant fancies outside of school routine, tho being girls, they were ready to make any sacrifice of self for the sake of duty. Thus it was that I considered the boys first.

As I said before, I did not say composition, but instead had read in class, by one of the best readers, several very interesting stories along the line of their longings. Then I wrote a list of topics on the board, suggestive of delightful outings and worth-while experiences and told them to select one and write about it in the first person as tho it were real. There was not a dissenter in the class. Excursions were made from Maine to California. Geographies and encyclopedias were in demand to find out just exactly how it would be, and I frequently encountered little bursts of enthusiasm, showing that roots and feelers were finding a supply for their need. I gave no evidence of noticing this, but my heart beat more quickly. When the time came to read the stories, the boy who "just hated school" came down stairs three steps at a time, which is distinctly not allowed in the school. I told him he must return to the study room, but when he came up humbly and said he wanted to hear the stories, what could I do? If that boy felt any interest, it would be sin to suppress it, so he came, and such a vacation as we had! Why, we went everywhere and did everything we wanted to, and oh! the faces and the voices,—not a slavish one in the midst.

The Senior class had said in the literature period that the first efforts in writing must always be narrow and lacking in ideas, therefore I invited them to come into the composition class and hear some of our stories. It was amusement for me to see the faces of the two classes, the one eager, intent, absorbed, as they listened to one another and read, the other full of blank surprise.

One of the Seniors told me afterwards she dreamed of those adventures all night, and she declared she could not possibly write so well. The papers were simple and natural, the expression of the mind as it was, rather than the stilted, unnatural essay, expressive of some one's else mind, and this we should ever do, come down to the children, their fancies, their likes, their experiences, not try to make premature adults of them and force them to think the thoughts which will come naturally to them some time, which will be *the right time for presentation*.

Yours very truly,

ALICE A. FLAGG.

## Chicago's New Course in Elementary English.

The course of study in elementary English printed below is the result of a year's study and discussion on the part of the chairmen of the committees of the Chicago Principals' Association, Superintendent Cooley, the district superintendents, and special teachers who have been called into consultation from time to time. The course has been submitted to the board of education for its approval, has been approved by the board, and is to be put into operation at once.

The action of the board of education, June 22, 1904, changing the text-books used in English, has made necessary a change in the outlines of work prepared by the committee. These changes are, however, not material. The general plan is the same as that outlined in the original report of the committee.

### Sixth Grade.

*Language and Composition:* Oral and written. Emphasis upon oral exercises. All written work to be under the watchful and helpful care of the teacher. No careless or slovenly writing or arrangement to be accepted. Material much as in fifth grade.

Reproduction.

Simple description.

Narration: Stories both actual and imaginary.

Oral descriptions of pictures. Oral and written stories suggested by pictures. Oral and written compositions on topics of study:

Geography.

History.

Nature study.

Forms of letters: Heading, address, salutation, etc.

Friendly, social, and business letters; such letters as children have occasion to write.

Business forms: Bills, receipts, notes, telegrams, etc.

Generalization of language facts and principles and the application of them so far as pupils can derive them from observation and practice, e. g., capitalization, punctuation, grammatical forms, sentence structure, structure of paragraph, use of apostrophe to form possessive, general distinction of subject and predicate.

*Word Study:* The work should include only the vocabulary of the grade, and should include the following phases:

Spelling. Oral and written.

New words.

Syllabication.

Common abbreviations and contractions, the letter incidental to reading.

Homonyms.

Pronunciation.

Elementary sounds.

Diacritical marks as used in reader or dictionary.

Accent.

Composition of words.

Prefixes, suffixes, and English roots.

Compounds.

Derivatives.

Synonyms.

Dictation exercises.

Use of dictionary. Class exercise as in grade five.

*Literature:* Continuation of previous work, emphasizing the careful study of selections of acknowledged literary value.

Items of study:

Hearing, reading, learning, and reciting poems.

Discussion of rhythm, word pictures, incidents, characters, figures of speech, purpose of the whole, the author.

Groups of selections from single authors, with simple biography.

Comparison of new selection with familiar ones, and of pictures and poems having the same theme.

Pictures: Immediately related to the literature to increase the power of interpretation.

Oral reports of home reading of literature related to the class study.

*Materials for Reading:*

Prescribed and supplementary readers.

Poems, anecdotes, and stories selected from books on suggested lists.

Books: Literature suited to the grade.

Much sight reading in class, from supplementary readers in both of these, as in grade five.

Silent reading exercises:

Silent reading.

Oral report on matter read.

*To Secure Correctness:*

Drill to secure correct pronoun and verb forms in sentences, as in grades three, four, and five.

Drill in pronunciation of troublesome words, as in grades four and five.

Drills in distinctness and clear enunciation. Bring about the relation of speaker who wishes to be understood and audience, which demands distinctness. Secure distinctness by force of public opinion.

Exercise to secure correct use of common words that are ordinarily misused or misapplied.

### Seventh Grade.

*Oral and Written Composition:*

Descriptions, narrations. Stories both actual and imaginary; expositions with outlining. (For example, impressions of books read, a topic in geography, etc.) Sentence structure and paragraph structure. Capitals and punctuation.

Letters and business forms.

All written work under the immediate supervision of the teacher, whether compositions, written reviews, or examinations. Penmanship, neatness, and correct arrangement should be in every case the pupil's best. Nothing else should be tolerated.

*Grammar:* The sentence; classes of sentences as to meaning and use; subject and predicate; modifiers; classes as to form; phrase and clause; recognition of of the parts of the parts of speech; properties of nouns, pronouns, and adjectives; uses of words, phrases, and clauses in sentences, i. e., Syntax.

*Word Study:* Include the following phases.

Spelling.

New words.

Syllabication.

Abbreviations and contractions.

Homonyms.

Pronunciation,

Elementary sounds.

Diacritical marks.

Accent.

Composition of words.

Prefixes, suffixes, and roots; word-building.

Compounds.

Derivatives.

Synonyms.

Sketch of the history of the English language.

Use of unabridged dictionary.

*Literature:*

Items of study:

Hearing, reading, learning, and reciting poems.

Discussion of rhythm, description, figures, characters, plan of structure, purpose of the whole, the author.

Systematic study of long selections.



Groups of selections from single authors with simple biography.

Comparison of new selections with familiar ones, and of pictures and poems having the same theme.

Pictures immediately related to the literature to be used for increasing power of interpretation.

Expression in various ways.

Oral reports of home reading.

*Reading:*

Much oral reading by single pupils, to the rest of the class, the audience.

*Aims:*

Distinct and intelligent reading.

Attentive and intelligent hearing.

Frequent recitation of selections learned. Aims, as above.

General exercises: Essays, recitations—especially speaking pieces. Music, one hour each week.

*To Secure Correctness:* Same as in sixth grade.

#### **Eighth Grade.**

*Oral and Written Composition:*

Description, narration, exposition. Choice of words (good words, synonyms, dialect); sentence structure; structure of the whole composition (with outlining).

Letters and business forms.

All written work under the immediate supervision of the teacher, whether compositions, written reviews, or examinations. Penmanship, neatness, and correct arrangement should be in every case the pupil's best. Nothing else should be tolerated.

*Grammar:* Review of the seventh grade, adding classification of nouns, pronouns, and adjectives. Classes, properties, and functions of verbs, adverbs, prepositions, and conjunctions. Constructions of the English sentence, i. e., Syntax (omitting unusually difficult and idiomatic expressions.)

*Word Study:*

Spelling. Including a review of words commonly misspelled. Pronunciation.

Composition of words.

Review Anglo-Saxon prefixes, suffixes, and roots; most common Greek and Latin prefixes and suffixes, word building.

Compounds.

Derivatives.

The history of the English language.

*Literature:*

Items of study.

Hearing, reading, learning, and reciting poems.



Discussion of rhythm, figures, description, characters, plan of structure, purpose of the whole, the author.

Systematic study of long selections.

Groups of selections from single authors with simple biography.

Comparison of new selections with familiar ones, and of pictures and poems having the same theme.

Pictures immediately related to the literature to be used for increasing power of interpretation.

Oral reports of home reading.

*Reading:* Same as seventh grade.

*To Secure Correctness:* Same as in grades five and six.

### **The Schools Needed.**

(*New York Times.*)

The classes at the Cooper Union, the Pratt Institute, and other schools of less prominence show how general is the demand for schools midway between trade schools and technological institutes where young men and women can learn at nominal cost the decorative side of trades like cabinet work, for instance, and fit themselves to supply the growing taste for household articles of an artistic sort. Great prices are paid abroad and in this country for furniture, wood carvings, tapestries, tableware, produced in past centuries by artists of the Orient and of Europe who made useful objects beautiful and in many cases signed them, as a painter signs his canvas. The palaces and residences of Italy and France contain pieces of furniture thus signed which run to fabulous prices when they reach the auction room, and often those who pay these surprising sums are Americans who might be willing to contribute to a fund that would encourage the arts and crafts here. Indirectly, of course, and after a long while, these importations may reach the worker and may stimulate him; but what we need is a direct placing of education in industrial art in the way of the beginner. This is the aim of the movement in Boston.

There is a great and growing demand for useful objects that have the distinction of being the handicraft of an individual artist and single of their kind. Signed articles are less apt to be duplicated; ways can be found to prevent their seizure by manufacturers and the flooding of the market with machine-made copies. The manufacturers themselves need trained designers, foremen, and workpeople who have been taught the meaning of styles and will avoid the meaningless and ugly jumble of disconnected motives which are so often seen in the work from the fashionable shops during the last half century, the ignorance of beauty in line and beauty in mass, the helpless profusion of ornament where simplicity is needed, and the dull use of simplicity where the article requires just the opposite treatment.

The exhibit made at St. Louis by the German Empire contains lessons for the instructors in arts and crafts, some results being excellent, others in the nature of warnings how not to proceed. Neither in the German nor in the French section is all admirable; but that would be foolish to expect. What must challenge our respect is the way in which the European nations are training their workmen in schools and with working museums to meet the demands of a century that is beginning to see the commercial value of art applied to industries.

## Letters.

### Shall the Teachers Rule?

One of the most interesting subjects now in course of debate in educational circles is whether or not there should be any form or mode of control by the teachers themselves over their own certification, employment, transfer, and discharge, and over their course of study and class text-books. We have now advanced to the point where the leaders of the profession are agreed that at least the school superintendents (who are generally persons of educational qualifications) should have the right to speak at board of education meetings, to nominate teachers, and to recommend text-books. This may be called the thin edge of the wedge by which the rock of lay control of education is to be split into pieces. At once a controversy has arrived, at which two spokesmen have appeared, Superintendent Gove arguing that one head with authoritative power is essential, and Miss Haley arguing that such an autocrat is entirely unnecessary, and that control might well be vested in councils of teachers.

It occurs to me that there are two profitable ways for us to approach the discussion, one the theoretical, the other the historical. We may ask whether as a matter of theory the hierarchic organization may properly characterize a true profession. Are the proper concerns of the doctors, the lawyers, the preachers, discussed, handled, determined by democratic or by hierarchic methods? I refer to the professional matters, not to the institutions of Church and State which lawyers and preachers serve and control. Or we may inquire historically whether there ever has been or whether there is now anywhere a movement toward educational councils for the practical control of local school affairs. If so, was or is the movement successful?

I write in the spirit of inquiry, and shall be very glad to receive information through your columns regarding educational councils and the degree of control they may have exercised or may now be exercising.

Every true profession has certain characteristics:

1. It admits and discharges its own members.
2. It devises and applies its own principles by its own methods.
3. It chooses its own rulers and leaders and suffers none from without.
4. It fixes its own fees.

In short, every true profession at the climax of its development renders its expert service upon its own terms and in its own way. There is no lay control over its *personnel* or its conditions of service.

Obviously, teaching as yet is not such a true profession. Is it to become such a profession *via* the sovereignty of superintendents or *via* a democracy of all educators?

Bloomfield, N. J.

WM. E. CHANCELLOR.

We understand that an old and well-established school supply firm, carrying on a successful business in one of our largest cities is open to an offer to dispose of stock and good-will. This offers a rare opportunity to any of our principal school supply houses to greatly widen their field, or to any enterprising firm that wishes to take up a profitable business of this class at the very beginning of a busy school season. Letters for the above firm may be sent to M. in care of the Adv. Dept. of *The School Journal* and will be promptly forwarded.

Remember this: No other medicine has such a record of cures as Hood's Sarsaparilla. When you want a good medicine, get Hood's.

### An Educational Cyclopedia.

The extract from the report of the Mosely Commission, which was reprinted in *THE JOURNAL* on June 18, was read with very great interest. *THE JOURNAL* seems to me to present the most valuable matters relating to our educational progress; it is really a cyclopedia, and we cannot thank the editors enough for planning for our benefit.

That report enables us to see ourselves as others see us. The statue Daniel saw was not of pure gold, nor is America. The struggle for money which appalled Mr. Rhys, while it seems necessary to us, is really a disease. The man who gets money is said to have achieved "success;" those who do not are simply "poor devils." This indicates a diseased state of mind in the public. It ought to be cured; can we find the microbe that causes all this turmoil?

I read in the paper called *Success* (which I think has done a great deal of harm) an account of a man who was held up for admiration because when a boy he was obliged to go around barefoot, and yet grew up to possess considerable wealth. It omitted to state that his wealth came from getting a charter for a horse railroad by bribing the legislature. Yet, if the mere possession of money is to be counted as "success" we must put this man down as successful.

I did not start this letter with the idea of pointing out our national disease, but of pointing out that in Mr. Rhys we had a just and a wise critic. He is held in high esteem in his own country, as I happen to know. He justly cites our solution of the religious problem. There are as many sects here as in England and yet all harmonize when the school is discussed—by letting religion alone. There is a little town in Ohio that has eleven different churches, seven of these represented on the school board; the people of the town simply build buildings and provide teachers, and let religion alone.

Now all of those eleven churches value religion as highly as do the people of England, but they have the common sense of those who run a railroad; they say the school is a "public" affair, and do not try to make those who come in subscribe to any creed whatever. In this respect they are like railroad conductors,—who, so long as a man pays his fare and behaves himself allow him to ride.

I admire *THE JOURNAL* for its keeping before us the essential things in the educational world. *THE TEACHERS' INSTITUTE* I read for its admirable presentation of methods. *THE PRIMARY SCHOOL* is in the hands of several assistants; altogether we are aided to have our schools do a superior kind of work—the object evidently of the editor for the past thirty years.

Cleveland.

G. L. AVERY.

## THE SCHOOL JOURNAL.

NEW YORK, CHICAGO, and BOSTON.

is a weekly journal of educational progress for superintendents, principals, school officials, leading teachers, and all others who desire a complete account of all the great movements in education. Established in 1870, it is in its 33rd year. Subscription price, \$3 a year. Like other professional journals *THE SCHOOL JOURNAL* is sent to subscribers until specially ordered to be discontinued and payment is made in full.

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## The Profession of Commerce.

It seems incredible that only a hundred years ago it was not considered necessary for a physician to have attended a medical school. Indeed such schools were then exceedingly rare and the number of their students comparatively small. The young man who thought he had a taste for medicine attached himself to an established practitioner, read the practitioner's books, looked at his collection of specimen bones, compounded the drugs for his prescriptions, and made ready the basin when the patient was bled. After a sufficient number of years at such occupations, he was able to take his place as a defender of his neighbors' lives. Such a medical training would now in Abyssinia be regarded as barbaric.

The old law student was always trained according to his own sweet devices, in some busy attorney's office. If, in the intervals of serving papers and copying affidavits, he picked up enough Blackstone to give a tolerable definition of a contingent remainder, he was considered competent to advise his fellow-citizens on the most complicated and abstruse legal problems, and, on an appointed day, walked solemnly with his preceptor to the court-house, and having been gravely introduced to the judge on the bench, forthwith became a counsellor-at-law. That, under such a system, great magistrates and jurists were produced, merely proves the ineradicable ability of the human race. A Marshall or a Mansfield will become a great legist, no matter how he is trained, but it is unkind to expose the community to legal training which can only be satisfactory for Marshalls and Mansfields. It is still more unkind to the ambitious law student himself. This method of legal preparation still survives, but it is universally agreed that the future lawyer is doing himself a vast injustice if he neglects to attend those law schools where a corps of highly-trained instructors furnish a professional education scientific in every detail. And altho this attendance is not rigidly insisted upon, no state admits a young man to the bar upon a simple introduction to His Honor. Examinations are always required, and in some states, examinations of peculiar difficulty and comprehensiveness.

The conditions are similar in all professions. They are rapidly becoming so in pursuits not hitherto considered as professional. Agricultural colleges exist in nearly every state, that the young farmer may be taught systematically in the scientific aspect of the farm. But commerce is still educationally neglected. We have, indeed, commercial schools, but they are empirical in their teaching. Bookkeeping, auditing, and such other subjects are taught as are directly practical, and occasionally a stray bit of general commercial wisdom is allowed to sift cautiously in. There is no comprehension of a science of business. And there is such a science. The advantages of a commercial university course, grounded upon general principles, and not composed of heterogeneous assorted bits of empirical observation, are admirably set forth in the monograph of the late C. W. Haskins, published in the June bulletin of the University of New York.

There is a demand for such higher commercial education. It has arisen at this particular time thru the intense national rivalry of the leading commercial nations, prowling around the world on the lookout for new markets. Then, at present, the sudden stupendous expansion of mercantile undertakings, and the subsequent administrative rearrangement of individual enterprises have created an especially urgent demand for trained commercial talent. Such pressing

motives may disappear. Commerce may cease to develop by gigantic strides and grow with its hitherto moderate but steady speed. International competition may become less keen. Still, apart from these special motives, there are general reasons, grounded in the nature of things, which will continually make it desirable for the business man to be possessed of commercial culture, and reasons why he should favor a general diffusion of that culture.

There is such a scientific theory of business at present, but it is scattered into a thousand particles. Each trade, each commercial center, indeed each large business house has a collection of special precepts which are handed down from one industrial generation to another, constantly expanding into broader truths as the world of trade becomes more enlightened. Unify and formulate these collections of maxims and there will be the educational theory of trade, which if studied systematically, can be acquired in less time and with greater intellectual benefit than if scraps of it are picked up disjointedly in the midst of posting ledgers and settling accounts.

Furthermore a fact is better comprehended if it is learned, not as a fact isolated by itself, having no connection with anything else, but as a part of a general principle, true at all times and in all places where similar conditions prevail. How stupid to have to learn that a certain planet is in a certain point in the heavens at a certain time. How interesting if we appreciate that, as the universe is constituted, the planet must be at that particular spot at that particular time, and could not possibly be anywhere else. It is so with business. Few will care to know that at Singapore it will take so many thousand pounds to conduct a commission business, of which a certain proportion must be reserved for working capital. But suppose it is realized that that is a general formula, applicable, not merely to Singapore in a certain occupation, but to all places, at all times, in all businesses, the amounts of money merely being changed according to circumstances. There must always be a certain minimum of capital, in order that there may be the hope of success, and there must always be a certain amount of that capital reserved for working purposes.

The figures vary, the principles remain true. Yet it is often disregarded. Within the last three years huge "trusts" have started vauntingly on their careers, surrounded with a melodramatic conspicuousness, for which their promoters had light-heartedly neglected to provide hardly any working capital at all. No matter how large and secure are the fixed assets of such a corporation, it is sure to fulfil speedily the conditions of a real tragedy.

This the student would learn in the commercial university. And he would learn similar principles applicable to the marketing of products, and other important branches of trade, branches in which men generally proceed as if no such thing had ever been attempted before. They study individual facts, and never realize that those facts are part of some organic whole, that those facts had a cause, and must produce an effect. To grasp this economic knowledge will not prevent commercial failures, but it will send up a host of warning rockets which ought sensibly to diminish such failures.

It is commonly imagined that general business knowledge is something which the active merchant ought to keep to himself, that it is part of his capital, like a secret process, and that he is distributing his own wealth and curtailing his chance of profit in the



future if he aids in making that business knowledge become general thruout the community. Especially is it thought desirable to keep competitors in the same trade as densely ignorant as possible. This is the gravest of errors. A similar fallacy once occupied other regions of human activity, but it has been dislodged. There was a time when learning, culture, nay even piety, was hoarded as a precious possession whose value would be lost by diffusion. It is only in the commercial world that such ideas linger. Yet here they are equally false.

It is precisely where commercial information is most liberal and extensive that the manufacturer finds his largest and most intelligent markets. And as to competitors, who can estimate the havoc which an ignorant man can work in his trade? Often he can ruin it for a time. He has no conception of general economic conditions, and, if he finds himself embarrassed from any cause, he is apt to begin a selling campaign which resembles a Malay running amuck. Anything to make a sale. In the meantime he is probably crowding his factory night and day to produce goods at a loss, and covering a territory with agents to sell the goods at a still greater loss. But as long as his sales are large, and he can meet his next note, he thinks he is profitably occupied. The smash eventually comes, and with it an over supply of stock, which must be sold at any price, and a prosperous trade may be utterly demoralized.

The ignorant one has sunk his own capital, and temporarily impaired that of his rivals. To have competitors unappreciative of economic rules, is almost as safe as to entertain in a powdermanufactory a guest careless of the fact that certain actions necessarily produce ignition. And where commercial ignorance prevails, will be found the commercial wrecker. Seated on the rocky coasts of promotion and speculation, he lures to ruin with jumbles of deceitful figures, and promises of how easily wealth can be created out of nothing. It never can. Yet how frequently do we see examples of capitalized impudence. The result is not only the ruin of thousands, and the disorganization of a flourishing traffic, but may mean, as lamentable examples show, the financial overthrow of an empire, the reverberations of whose fall will be felt around the world.

All this may be pleasant to the wrecker. He thrives on ignorance and credulity, and can often be fairly successful, even when the stately fabrics of great business establishments are toppling around him. But it is far otherwise to the honest business man. Every dollar invested in a bad or doubtful enterprise means necessarily that much less available capital and labor for productive undertakings. The less intelligent the community the longer will cumbersome and wasteful methods be continued in use, an eating up of just so much more capital and labor. Commercial culture generally brings commercial honesty, and dishonesty, from the practical expeditions of a "captain of industry" down to the petty thieving of the clerk from the till, is not only a sheer loss to the public, but is like sprinkling fine sand amid the mechanism of a delicate watch. The watch will stand a certain amount of sand, often a considerable amount, altho the sand will show itself in a lack of smoothness and accuracy, but beyond a certain quantity the watch cannot stand. Its mechanism will break down. It is so with dishonesty, only unlike sand, dishonesty has a tendency to reproduce itself. A wide commercial culture is one of the greatest of all purely utilitarian influences for the ap-

preciation and diffusion among business men of commercial honesty. Commercial honesty is such a paying investment.

When it is more generally realized how advantageous, in the prudence and skill of the employer, and in the largely increased productiveness of the employee, is a scientific and liberal commercial training, it can be expected that commerce will follow the learned professions and many of the specialized pursuits, and there will exist university commercial courses on an adequate and comprehensive scale.



### A Country Road.\*

I have taken a walk along a country road which was bright with flowers of many kinds, where butterflies and buzzing bees were hard at work, where birds were singing in the trees as they watched their nests, where a rabbit would dart from the bushes close by, and a squirrel would scold at me from overhead—where, in short, there was so much to look at and delight in that I could hardly make up my mind to keep on to my journey's end.

On going into the house I have felt as if I were obliged to put aside a book of enchanting fairy stories, or rather as if I were turning my back on fairyland itself, with all its wonderful sights, and sounds, and adventures. And then what has happened?

Why, some one has come in, and I have said, "Was not that a fine walk? And what did you see along that lovely road?"

Now if he was a boy he probably had seen the rabbit and given it chase, and it is more than likely that he had stopped long enough to chuck a stone at the squirrel; and if the mother bird had not finished her chatter, I fear he gave her some evil moments by hunting for her nest. But if, fortunately for them, he had met none of these creatures, he probably looked at me in surprise, and answered by look, if not by words, "No, I thought it a long, stupid walk. I did not see a thing."

And if it was a girl, I fear the answer was much the same.

That boy or girl must have been partly blind to have missed seeing those wonderful flowers, and butterflies, and bees, and birds. Certainly they were not using their eyes properly; and the longer they go about in such a way, the more useless and batlike their eyes will become.

Every boy knows that if his head is full of the ball game he is going to play, he runs along without eyes or thoughts for other things.

And every girl knows that if she is on her way to some friend to whom she has a secret to tell, she is in such haste to reach her journey's end, and is so busy thinking what her friend will have to say about it all, that of course there is no time to pay attention to anything else. Her eyes may be in good working order, yet they are not of much use unless her brain is ready to help them; and that little brain just now is too busy with its secret.

By the people who are half blind, I mean only those who much of the time use neither eyes nor brain, who can neither tell you what they have seen nor what they have been thinking about. Sometimes it seems as if such people were not only half blind, it seems as if they were only half alive.

\*Mrs. William Starr Dana, in "Plants and Their Children," published by the American Book Company.

## The School Journal,

NEW YORK, CHICAGO, AND BOSTON.

WEEK ENDING SEPTEMBER 24, 1904.

The editorial rooms of THE SCHOOL JOURNAL have been the scene of several memorable meetings, but there has been nothing quite as remarkable as one that took place last week. An imperial commission composed of distinguished German educators and headed by Dr. von Seeberg, privy-counsellor of the Government, called one afternoon. Almost immediately after these came a commission of Australian educators who were on their way to Europe to visit schools of Germany. Those who have tried to visit the schools at Berlin know how much red tape it takes before one can get the proper permission. Here were the very men who could immediately, by their letters, secure the Australians the privileges. How small the world has become! The Australian teachers would have had to spend much precious time waiting for their permits if it had not been for this fortunate meeting in THE SCHOOL JOURNAL office. They went on their way rejoicing with their introductory letters in their pockets.

Here is one way of getting a school building that may be pointed to as the pride of the citizens: "There will be no public schools in Benton, Ark., this year, as the board wishes to save their money so they can put up a handsome school building in the near future." What a cost! Whoever suggested the plan ought to be decorated with a leather medal attached to a cockade made of black crape.

Dr. W. N. Hailmann's election to the chair of psychology in the Chicago Normal school will not necessarily withdraw him from the teachers' institute field where he has done splendid work. The position is an ideal one for him. It gives him an opportunity to influence many young women who are preparing for teaching. At the same time it leaves him leisure to devote to study and lecturing. He is one of the profession's educational noblemen.

### The Educational Exhibit. VI.

The educational section of the international jury of awards of the Louisiana Purchase Exposition will be composed of fifteen people engaged in educational work. The United States furnishes eight jurors and the other countries the rest. The work of passing upon the various exhibits began on September 1.

In the highest classes of several of the secondary schools for girls in Sweden there is given special instruction concerning social and economic problems about which a woman of culture ought to be somewhat informed. Here is a suggestion worth heeding. In Stockholm lectures upon the following topics were included in the course last year, according to a chart exhibited in the Swedish department:

1. Introductory: Advantages of Social Studies.
2. Fundamental features of Swedish local legislation, two lectures.
3. Administration of laws with reference to the poor.
4. Relief of the poor in Stockholm.
5. Private charity.

6. The children of the poor: (a) What is done for them before school age, (b) What is done for them during school age (also Organization of the common schools in the capital), (c) Mentally and physically deficient children and juvenile offenders.

7. Young people's clubs in the United States of America.

The movement for the extension of adult education and allied questions were explained to the girls under these heads:

1. Work for the education of the people (a) by means of books, libraries, etc.; (b) by lectures and magic lantern.

2 and 3. The Housing question, with special reference to co-operative house-building.

4. Legal position of the Swedish woman.

5. History of the Swedish woman movement.

6. Settlement projects and practical realizations.

Miss Widegren is ever ready to explain to visitors to the Swedish exhibit whatever may appear most attractive to them. She is herself one of the educational leaders in her country. Her own particular interest is the extension of higher education to the Swedish women. The training of teachers is her special field of activity.

The florid style of the Spanish exercises written by young Porto Ricans may be judged from this introductory sentence in a composition on Lincoln, which I translate verbatim: "In a somber forest where the little birds build their nests rocked by the gentle zephyrs as if they were swinging cradles, there stood a poor hut inhabited by a peaceful and honest laborer and his humble family." The writer is a sixteen-year-old girl. The influence of Spain is unmistakable.

Stockton, California, has a beautiful school building in Mission style, of which a large picture is shown with floor plans. It contains a hall for social meetings.

### Summer Joys for Paris Children.

Paris is not a very healthful place in summer for the children. The small rooms of the high apartment houses are close and debilitating. So all of the communal and parish schools in Paris have a holiday fund, and the children, in batches of fifty at a time, of for at least a fortnightly visit to the country. The children of the eleventh ward go to Mandres-sur-Vair, in the sunny Vosges hills, surrounded by the rich pastures and fruitful vines of northeast France.

Mandres is a most attractive place. There is a vast refectory, extensive dormitories constructed on the most hygienic and comfortable plan, and for wet weather, large playgrounds, and a big marquee tent in the park. There is a secluded infirmary in case of the sudden appearance of an epidemic disease, and a resident physician is always attached to the staff. The food is the best.

The French government has granted a subvention to these *colonies scolaires* the railroad companies have been helpful, and private benevolence has assisted. No part of the expense is laid on the parents. Instead, the parents are invited to come and spend some Sunday with their children, and see from the healthful surroundings and substantial meals, how well the little Parisians are faring. This invitation is enthusiastically accepted and enjoyed.

All the Paris schools have their summer colonies, but the eleventh ward is the only one that can, at present, provide for all of its pupils. The others hope

soon to come up to the accommodations provided at Mandres.

### The City Dangerous.

The teachers of Chicago have for the past year been investigating the causes of the nervousness that is so apparent in school children. They recognize it has passed from the stage usually termed "nervousness," to a real malady that prevents development, and hastens decay. They attribute the malady to the general effect of living in (1) close human contact, but also to (2) an impure atmosphere, (3) the struggle for a livelihood, (4) the noises night and day, (5) lack of proper food, (6) late hours, (7) the excitement and dangers of the street, enhanced now by use of electricity.

The first is magnified by living in tenements. This is unnatural, it prevents the quiet needed by children. Oftentimes the cheap construction of the floors allows the noise of one family to disturb most seriously another. But the immoral influences are yet more to be deplored. One drunken, profane man in a tenement housing eight families inflicts a damage on the nerves of the women and children that no physician can cure.

The third point is another influence of magnitude. From infancy a vast number have before them the dread of being houseless and hungry the next day; they are certain of nothing except that they will be in misery; they are hopeless.

Another influence not referred to by the Chicago teachers, but which is extremely great and ever present, is the influence of the reading matter, especially the daily press and its illustrations. The saloon is bad, but the accounts of murders, with every ghastly incident portrayed, of suicides, with the means and reasons described (these last often delineating a state of mind shared by the reader himself), of fights, knock-outs, police trials, robberies, burglaries, hold-ups, etc., all read by the children; frequently read by the parents and commented upon by them at the breakfast table—produce an abnormal state of mind. The children who read these accounts are not children for the time being. (A teacher in a kindergarten says a boy four years old hastened towards her in the morning eager to tell her something important. "Jim got three years" was the communication. This "Jim" was the oldest brother he had, of the age of 18; he had been tried for burglary; this little fellow had heard the words "Jim got three years," spoken at the breakfast table, and surmised from the countenances that there was importance in them and determined to repeat them to his teacher. Poor thing!)

Here it may be said that if the perusal of such stuff as makes up the bulk of some of our daily papers is to be the only reading, it were better the child should not learn to read. It is a melancholy fact that a vast number read nothing else, whatever be the conclusion.

Does education have anything to say concerning all this? It is encouraging that the teachers of Chicago have taken up the matter; it is emphatically a field for the labor and thought of teachers. The word "education" is used purposely; that means a great deal more than "schooling." The school-house must be looked upon as the center from whence a philanthropic work may emanate. Certainly the field is white to the harvest. It is not meant that the teacher should go around dropping pennies in the tenements. But it is meant he should so live and act that a reform in the life of the tenements should ensue.

### England at a New Crossing.

Premier Balfour received during the summer a deputation, who came to urge upon him the necessity of aid being extended to the English universities by the Crown. The deputation was impressive, even august. It was presented by the president of the British association, Sir Norman Lockyer, and representatives of both Oxford and Cambridge addressed the prime minister. Mr. Joseph Chamberlain spoke for the newer universities. The other speakers were Sir William Ramsay, Sir Richard Jebb, Sir Henry Roscoe, and Mr. Alfred Mosely.

In response, the premier, who, by the way, is himself chancellor of the University of Edinburgh—made a thoroly characteristic speech. He agreed with the learned deputation concerning the growing connection between the theoretical work of the laboratory and the practical work of the shop. But he denied that by any organization or subvention of university teaching one can develop original genius. He further denied that in original discoveries—the product of original genius—England lagged one whit after Germany or the United States. England was, however, behind these two countries in making commercial use of university talent. Manufacturers did not in the United Kingdom go to the universities for men to fill positions of technical skill. He hoped that in this respect his influential hearers would endeavor to effect a change.

There was not a word about money grants to the universities, on which question his visitors called, but a very able little speech upon original genius and the adaptation of learning to commerce, topics very interesting and which the prime minister handled delightfully, but which were not what his hearers asked him to discuss.

Mr. Austen Chamberlain, chancellor of the exchequer, son of Mr. Joseph Chamberlain, was direct enough in his reply. He pointed out that the British government expended upon education 7s. 7d. per capita of population of the British isles. In the United States the per capita was 6s. 1d., in Prussia only 3s. 11d. The growing British tax-payer, not living in fruitful times at present, could not possibly do more than double this year his present grant, and redouble it next year. Whether the exchequer would stand that much increased strain, he could not yet tell. He hoped he could include such an increase in his parliamentary budget. The chancellor of the exchequer wished the deputation to consider, however, that if much money was given, much control must be acquired, and were they prepared to favor the Crown standing in the same relation to the higher education as it does now to the elementary schools.

### Appointment not Confirmed.

The following official communication, under date of September 7, has been issued from the executive office of New Hampshire:

"By the non-appointment of a superintendent of public instruction at the last meeting of the governor and council the office is vacant."

"All mail will be placed on file until such appointment is made. No requisition can be attended to until the vacancy is filled.

NAHUM J. BACHELDER, Governor.

Mr. Channing Folsom's reappointment by the governor was announced by the SCHOOL JOURNAL last week, but, as was said then, the nomination of the



governor's appointees only became effective upon approval by the council. Their approval the council has declined to give. In so doing it has disregarded the support of the leading schoolmen of New Hampshire. If Governor Bachelder is firm, however, possibly the council may yet be made to feel that it is wise to continue Mr. Folsom in office.

#### Doors of the Boston Public Library.

The bronze doors of the Boston Public Library on Copley Square will shortly be swung into their places. They can now be seen at the John Williams Foundry in New York, and altho lacking the artistic background they will enjoy in their permanent position, they already so charm with their beauty as to add further to the reputation of the sculptor, Daniel C. French.

There are six of the doors, in two sets, all modeled in low relief. The distinguishing characteristic is the absence of the conventional division into parts, and of all bordering, not even where two wings of a door meet is there as much as a beading. This makes each panel a bronze canvas, on which a figure will seem to float out to meet those ascending the marble steps. The figures are refined and graceful, and are a worthy addition to an edifice adorned by the genius of Sargent, in his ever memorable Hall of Religion. Music, Poetry, Knowledge, Wisdom, Truth, and Romance are the ideals portrayed in the bronze, the most beautiful conception probably being that of Truth, who soars far above cloud and mountain peak, resting the tip of her foot which just shows below her floating raiment on the pure air above. Without covering from the waist up, she turns to the beholder her full face, a hand glass held high in the right hand reflecting back infinite reproductions of her features.

These doors are a splendid addition to American art, but we cannot but wonder who selected the mottoes. If it is absolutely necessary to have mottoes attached to works of art, an endeavor should be made to select ones as ideal as the figures they describe. This is not the case on Mr. French's panels. All the mottoes are prosaic, and in some the phrasology verges dangerously on the commonplace. That does not seem a fitting accompaniment to so much elegance and dignity in bronze.

#### President Hadley on College Education.

President Hadley of Yale will not evade a hard question, even when it demands a seemingly hard answer. In one of last month's numbers of the *Independent* he discusses frankly the inquiry so often flung tauntingly at college education, "Does it pay?"

Concerning the financial returns to the individual, he comes to the conclusion: "It may be said in a rough way that these years thus spent in secondary study diminish the assurance that a second rate man will make a second rate success, but increase the chances that a first rate man will make a first rate success." This is enough. It is the first rate men who advance the world.

In regard to the investment by the community, Dr. Hadley simply gives a definition of a "liberal" education. "Liberal" does not mean in this use an extensive education, one covering a wide field; it means an education conducive to the practice of liberty. In a free community, can anything so conducive be overpaid.

But to be such a liberal education, Dr. Hadley insists, it must not be a technical nor professional ed-

ucation. These are excellent and needful in their way, but their way is primarily to enable the student to advance himself among the people. The liberal education, such a one as the old fashioned college, with all its narrowness, certainly gave, was the education which tended primarily to enable the student to advance, not himself especially, but the people. The old college was above all else an atmosphere. It developed gentlemen. Looking thus widely upon life, one need not fear to meet the question, whether, on on behalf of the public, the academic education pays.

#### Religious Instruction in Australia.

At the recent election in the state of Victoria, a referendum was submitted to the people, first, as to whether they were in favor of continuing the present "secular" character of the public schools, and second whether they wished Bible lessons given and certain hymns and prayers used. To both questions the electors returned an emphatic "aye." The state government thereupon declared that the answers given by the people were inconsistent, as they should not have voted in favor of Biblical instruction, etc., if they wished for a policy of "secularization."

The bishop of Melbourne, president of the Scripture Campaign Council, immediately published a public letter, protesting against this nullification of the electors' will, and asked for an analysis of the votes.

The Victorian government declined to grant the analysis.

The government is plainly in the wrong. "Secular character of schools" is a vague expression which may mean many things, but the second question referred to the Victorians, and to which they answered "yes" was as definite as a question can well be. In case of doubt it is a settled rule of constitutional interpretation that the definitely expressed intention shall prevail. The attitude of the Victorian government is not merely undemocratic but a momentous usurpation of the power belonging to the people.

In South Australia, the governor, Sir George C. Hunte, in a recent speech declared his belief that the educational system is gravely defective in omitting all religious teaching. Immediately, there was an interpolation in the legislative assembly of South Australia, to which it was answered that the government had respectfully remonstrated with the governor. But Sir George, at a conference of state school teachers a week later, made it clear that he considered his former address within the limits of his office.

At this conference, one of the South Australian state school inspectors, Mr. Neale, spoke on "The Spiritual Side of Education," in which he strongly expressed his conviction that the young people in Australia were being developed so as to see only one side of life—"the life of passing pleasure." This address, coming from a high officer in a secular educational system, has created almost a sensation.

#### The Higher Education.

The academic year at Wittenburg college, Springfield, Ohio, was appropriately inaugurated by a class rush. In this refined and scholarly pastime four students were seriously injured, one had his side crushed in. The gentlemen at Wittenburg college, having thus elegantly shown their devotion to the higher learning, will now doubtless devote themselves to that ennobling and chivalric occupation known as "hazing." It is thus that the college lights civilization on her way.

## The Busy World.

Mr. Hugo Lieber, of the chemical firm of H. Lieber & Co., New York, recently brought to this country an infinitesimal speck of radium-bromide which cost him \$1,000. A tariff tax of \$250 was assessed upon it, as a "chemical compound." Mr. Lieber appealed to the board of general appraisers, contending that the something which was said to be in his tiny glass tube ought to be admitted free as a "crude mineral." The board has the appeal under advisement. It is hoped the general appraisers will be very careful. If the pauper labor of Europe can produce radium at \$1,000 the invisible speck, how is it expected that free America ever will build up a profitable radium industry?

It is planned to erect on San Juan Island in the Gulf of Georgia, two monuments to commemorate the exciting historical events which took place there fifty years ago, during the controversies over our northwest boundary. One monument will mark the site of the British camp, the other of the American. Prof. Edward S. Meany, of the University of Washington, Seattle, is in Victoria, B. C., conferring with the British Columbia natural history society in regard to the matter. It is hoped to have the unveiling take place on October 31, the date when Emperor William I., as arbitrator, made his award settling the dispute.

### The Birmingham Mint.

A mint in Birmingham, England, turns out millions of English coins, and also supplies foreign governments with coin.

It sent to Egypt 10,000,000 piasters. The consignment, weighing five tons, was valued at \$15,000,000. In 1797 one firm coined for the British government 4,000 tons of copper coin, valued at about \$4,000,000. Among the countries and governments which have come to Birmingham for their money are India, Tunis, Canada, Turkey, China, Hongkong, Hayti, Sarawak, Tuscany, Venezuela, and Chile.

No Chinese coin has ever been made outside the Celestial empire. So the firm sent out a complete plant with men to operate it, and the coins were struck in China.

### The Animals of Tibet.

One of the largest of the mammalia is the yak, or grunting ox, standing between 5 and 6 feet high at the shoulders. Beneath the outer coat of hair there is a layer of fine wool known as "pushim," which is highly prized for the making of cloth. The extraordinary tail is one of the most conspicuous features of Tibetan monasteries or lamasteries, being suspended on poles as streamers. Thruout the East these tails are used as flywhisks, and in China they are dyed red and fixed to the roofs of summer residences as pendants. The yak is easily domesticated, and forms an invaluable beast of burden, being wonderfully sure-footed and capable of carrying great weights.

The chiru antelope, like the saiga, has developed an enormous swollen nose. It is supposed that this enlarged size of the nasal chamber is directly due to the need of some special adaptation for breathing the highly rarefied air. The little goa, or Tibetan gazelle, and a magnificent wild sheep, the argali, are other animals. The argali allures the sportsman by its superb horns, which may attain a length of 48 inches. Old rams will leap from a height of 30 feet with confidence.

The ibex, the bharal, or blue sheep of Tibet, and the snow deer, a beast nearly as big as the great wapiti, are some other animals. Brilliantly colored monkeys are to be found in Tibet. Then there is the snow leopard and the gorgeous golden and Amherst pheasants.

### Aluminum.

There are two forms of aluminum. One is cast and the other is pressed. Pressed aluminum is the kind that is worked into all kinds of devices, while the cast metal is turned to practical purposes, such as making pots, frying pans, teapots, and a thousand other utensils. It is now being used in alloys, and when a means is found for soldering it there will result a development not now dreamed of.

### Miss Katharine Drexel.

This American heiress expends an income said to amount to \$365,000 a year, entirely on charity. Since the government appropriation was withdrawn from the Catholic Indian schools of the West she has supported those institutions almost entirely, besides maintaining six convents and industrial schools of her own. Her father was the late Francis A. Drexel, of Philadelphia.

She seemed to have her vocation to a religious life from childhood, but the reading of a book, Helen Hunt Jackson's "A Century of Dishonor," in a few hours changed the whole plan of her life's work.

That book has for its subject the wrongs which the Indians have suffered at the hands of our people and depicts their present wretched condition. Hardly believing that the account was not overdrawn, Miss Katharine Drexel, after reading the volume, set out at once with her sister Elizabeth on a tour of inspection among the reservations of the West.

She found that the writer had not exaggerated the pitiable condition of the red men. From that trip may be dated the consecration of her life and fortune to the cause for which she has done so much.

She has opened several schools for negroes.

Miss Drexel's mother, tho her daughters were to inherit incomes of \$1,000 a day each, had them thoroly instructed in all branches of household economy. They were taught to cook, to trim their own hats, and to make their gowns. Later they relieved their mother of all household cares, each taking her turn in overseeing the management of their home.

### The Cliff Dwellers.

Prof. E. L. Hewitt, principal of the normal school at Las Vegas, N. M., has a collection of thirty skulls found in the cliffs, one of an adult man that gave most remarkable evidence of an advanced civilization, the skull having been beautifully trephined.

The aperture showing removal of the broken skull was in size slightly in excess of a silver American quarter, or 25-cent piece. Several fractures extended from the orifice fully one and one-half inches in length. The opening had been apparently filled with a dark brown substance like cement or gum. Nature had perfectly healed the bony fractures around the orifice and extending from it.

One large bowl taken from an isolated tomb, apparently the resting place of a distinguished person, must have measured fifteen inches in diameter; the decorations were unique and geometric in design. It appeared that people who occupied official positions, or those who wished to perpetuate personal or family distinction, procured pieces of pottery decorated in symbols that typified their special characteristics, and these were kept expressly for burial.

## Notes of New Books.

*Elementary English Grammar*, by Gustavus Holzer, professor at the Heidelberg Oberrealschule.—The advance sheets of the new English grammar which Prof. Holzer is preparing for use in German schools are auspicious and the book, when published ought to find a ready sale among educated foreigners in this country. In accordance with the plan that the pupils should discuss the grammar of the language which is being acquired in that language the book is to be written entirely in English. This plan is properly growing in favor and deserves approval for obvious reasons. Too often grammars of modern languages are based upon Latin models and all that cannot be made to fit into the traditional scheme is treated in footnotes where it is overlooked and slighted. This has been particularly true of the English verb and accounts for the fact that so many of our highly educated foreigners fail utterly in the use of periphrastic forms. Prof. Holzer has worked out a systematic presentation of the verb which will certainly make this subject clear to the student. Wherever possible German grammar is to serve as a starting point, but the treatment of the verb gives abundant evidence that the English is not to be stretched upon the bed of Procrustes. The author shows excellent judgment in basing his book upon Henry Sweet's "New English Grammar." (Heidelberg: Carl Winter's Universitätsbuchhandlung.)

*English Grammar and Composition for Public Schools*, by G. H. Armstrong, M. A., Principal Borden Street School, Toronto.—The author presents a concise English grammar on the deductive principle together with illustrative material taken from the best writers. The chapter on composition is limited to a presentation of essentials. Special importance is placed upon the careful study of models and the practice of correcting false syntax is carefully avoided. The teacher is reminded that good results can be obtained only if the pupil is given ample opportunity to express his thoughts in original composition. The book gives evidence of sound pedagogical insight. (The Hunter, Rose Co., Ltd., Temple Building, Toronto, Canada.)

*An Introduction to the Study of Rhetoric*. Lessons in phraseology, punctuation, and sentence structure, by Helen J. Robins, teacher of English in Miss Baldwin's School, Bryn Mawr; and Agnes F. Perkins, teacher of English in the Holman School, Philadelphia.—No clearer proof of the recent advances in the teaching of English could be desired than that afforded by the appearance of this book. Instead of discussing a score of mistakes that no normal child ever makes, the authors have collected the mistakes which are most common and have discussed them in concise rules. A large number of carefully selected models are introduced for the purpose of making the point in question clear. The appendices contain passages to be punctuated and sentences to be corrected. A carefully prepared index on subjects and authors quoted is also appended. (The Macmillan Co., New York. Price, 90 cents.)

*Macaulay's Essays on Addison and Johnson*. Edited with an introduction and notes by George B. Aiton, M. A., Inspector of High Schools, State of Minnesota.—This edition, like that one of Prof. Tufts, limits the notes to the explanation of references essential to a clear understanding of the text, without accounting for every person and circumstance that Macaulay mentions. The introduction gives a general account of the author's life and points out the characteristic features of his style. A list of books of reference is suggestive rather than exhaustive and the chronological table will greatly facilitate the work of orientation on the part of the student. (D. Appleton & Co., New York.)

*Macaulay's Essays on Milton and Addison*. Edited with introduction and notes, by James Arthur Tufts, Odlin professor of English, The Phillips Exeter academy.—The two essays are edited with brief but concise notes in addition to a short biographical note based upon Trevelyan's Life and Letters of Lord Macaulay, and thirty pages of carefully selected letters which afford an excellent insight into the life and character of the writer. (Henry Holt & Co., New York.)

*Modern English Prose*. Selected and edited by George Rice Carpenter and William Tenney Brewster, professors in Columbia University.—The editors of this volume present 463 pages of modern English prose of various types as illustrative material for classes in rhetoric and composition. The book not only emphasizes the importance of a constant study of good models, but by means of suggestive questions shows how this may be done intelligently and with definite results. The selections have been made with great care and with the exception of a single case are not abridged for the purpose in hand. (The Macmillan Co., New York. Price, \$1.10.)

There is one production in the field of essay writing that the student of literature should not neglect, and that is Carlyle's *Essay on Burns*, which has been edited for the Gateway Series, by Prof. Edward Mims, Ph.D., of Trinity college, North Carolina. This essay not only furnishes an example of one of the foremost of the prose writers of the nineteenth century, but gives probably the most sympathetic insight into the life and works of the Scottish poet of any of the numerous essays on that subject. The introduction covers forty-seven pages, and includes (1) a sketch of the life and work of Carlyle, (2) Carlyle's character and influence, (3) the *Essay on Burns*, (4) a biographical and critical sketch of Robert Burns. The frontispiece is a portrait of Carlyle as a young man. (American Book Company, New York.)

*Shakespeare's Tragedy of King Lear*. Edited with notes by William J. Rolfe, Litt.D., formerly Head Master of the High school, Cambridge, Mass. Illustrated.—Teachers who have used Dr. Rolfe's edition of Lear will welcome this new edition. Many textual variations and critical opinions which the old edition contained are omitted in the new one because school libraries are now better equipped with books of reference on Shakespeare than formerly. The introduction to the notes discusses the meter of the play, a well chosen bibliography and the story of Lear as told by Holinshed and Sidney. The appendix contains a discussion of Lear's Insanity, Cordelia: Her Character and Her Fate, and Tate's Version of the Play. (American Book Company, New York.)

James Baldwin has told the story of *Abraham Lincoln* in a volume of the Eclectic School Readings series in such a way as to engage the attention of boys and girls. No man save Washington has such an interesting story, and Lincoln has the advantage of Washington as a popular hero in that he sprang directly from the common people. An author ought to be proud to write to such a public as this one has—the schoolboys of America. He thus addresses them in his preface: "This book is dedicated to you. It is the story of a hero greater than any of the heroes of fairy tale or romance. For while these were for the most part ideal and imaginary, the man of whom I shall tell you was a real person who lived a true life and did noble things." The author pays particular attention to the early life of Lincoln, then relates the story of his period of training for his great political career, and concludes with his trials and triumphs during the great war between the states. The book is a fine introduction to the history of an important epoch. (American Book Company, New York.)

In *Lives and Stories Worth Remembering*, a volume of the Eclectic School Readings, Grace H. Kupfer, tells the stories of some of the famous heroes and others of the past. The fact that many children leave school in ignorance of the lives of some of the world's most inspiring men and women prompted the author to prepare this book. She has performed her work in an excellent way, drawing her matter from many sources of history, biography, poetry, fiction, and fable. There are tales of fancy, like "Tom, the Chimney Sweep" and the old ballad of "Alison Gross"; tales of warlike prowess, like those of "Beowulf," "Sohrab and Rustum," and "Palamon and Arcite"; and other stories of self-sacrificing devotion to duty, like those of Florence Nightingale, Charles and Mary Lamb, and Sister Dora. There are fables retold to emphasize some moral truth, stories of struggling genius, like Bernard Palissy's or Oliver Goldsmith's, and stories of rare benevolence like Francis Assisi's or the bishop from "Les Misérables." There is a list of proper names pronounced and many illustrations. (American Book Company, New York.)

In *Historical and Biographical Narratives* Isabel R. Wallace presents a volume (Eclectic School Readings series) which will serve as a stepping-stone to history. The subjects treated are those named in the syllabus for the first half of the fifth school year, in the course of study prescribed for the elementary schools of the city of New York. Tho the book was prepared for the New York schools, it will be found very useful as a supplementary book in history elsewhere. These narratives concern people as far apart as those of the twentieth century and the age of Cherokees; still they all appeal to the lover of the heroic. Great actions live forever, and tho many of the earlier pictures in Oriental and European history are veiled in tradition, the high motive, the lofty patriotism, the stirring deed, that wrought this impress on the world are still discernible. The book has many illustrations. (American Book Co., New York.)

*A Selection from the World's Great Orations*, illustrative of the history of oratory and the art of public speaking, chosen and edited with a series of introductions, by Sherwin Cody.—This is one of a series of literary classics edited by Mr. Cody, others being "Best English Essays," "A Selection from the World's Greatest Short Stories," "Best Poems and Essays of Poe," and "Best Tales of Poe." In all these books the editor has shown his excellent taste and judgment. As for the workmanship on these volumes it is hardly necessary to say anything; they come from a firm that is noted for the high standard of its printing, press work, and binding. They are printed on thin but durable tinted paper and are more restful to the eyes than books made of white paper. To show the richness of the contents we will mention those whose orations are quoted, viz: Demosthenes, Cicero, Savonarola, Bossuet, Mirabeau, Chatham, Burke, Grattan, Curran, Sheridan, Fox, Erskine, Patrick Henry, Daniel Webster, Lincoln, Gladstone, Ingersoll, Beecher, beside short selections from many others. The introduction is a fine, discriminating essay on the types of oratory. (A. C. McClurg & Company, Chicago.)

The Belle-Lettres Series includes a large number of standard literary productions in volumes whose pages are four by six inches in size. They are provided with frontispieces by noted artists and are beautifully printed and excellently bound. Teachers and others who are collecting a library should not overlook this series. The general editor is Prof. George Pierce Baker, A.B., of Harvard university. Two of these volumes in Section III, the English Drama, are *Jonson's Eastward Ho* and *The Alchemist*, edited by Felix E. Schelling, Litt.D., professor of English literature in the University of Pennsylvania, and *Goldsmith's Good-Natured Man and She Stoops to Conquer*, with an introduction and biographical and critical material by Austin Dobson. (D. C. Heath & Company, Boston.)



*Practical Exercises in Astronomy*; a laboratory manual for beginners, by Goodwin D. Swezey, professor of astronomy and meteorology in the University of Nebraska.—In the introduction to this manual the author describes a set of simple instruments that can be made by any good carpenter, for investigations thru measurements, and he gives directions for their use both upon the surface of the earth and in the heavens. The first chapters are concerned with problems similar to those which concern the surveyor, but with triangulation made prominent. The establishing of a meridian and the motions of the stars follow, from which the diurnal circles are developed. After this, the proper motion of the planets, the form and movements of the earth and of the sun succeed in regular order. In connection with the moon, a careful process is developed for calculation of the distance of a heavenly body. The whole series of problems leads to a careful consideration of the exact work which confronts the astronomer. (D. Appleton & Co., New York.)

There is a science of medicine, notwithstanding the fact that the doctor's disagree, and there is also a science of graphology, in spite of the disagreement of the experts. That hand writing does indicate, in a more or less degree, the character of the writer is apparent to the most casual observer. The facts thus observed and classified has been embodied by John Rexford in a volume entitled *What Handwriting Indicates*. When the writer undertook the study of graphology some years ago he found it necessary to rearrange for his own use the information contained in the various books on the subject. He found the arrangement faulty because all the signs and their significations had to be memorized before anything could be accomplished in the way of analysis. In order to simplify the matter he compiled the analytical tables which form the nucleus of this book. These tables, enlarged and amended, agree with the opinion of the best graphologists, with the exception of one or two cases in which Mr. Rexford has strong opinions of his own. For those who wish to acquire the art of reading handwriting the book furnishes the most systematic aid to be found. Many specimens of handwriting to illustrate the various characteristics, will be found in the page plates, of which there are more than forty. (G. P. Putnam's Sons, New York.)

*How to Do Beadwork*, by Mary White.—Many of our readers will remember this author's basket books and how excellently she treated a subject that was comparatively new. In the present volume she hits a "new idea" as squarely as she did in her manuals on basket weaving. We ought to make a correction, beadwork is not new—civilized woman is learning to take an interest in occupations that savage people have practiced for countless generations. The many fascinating branches of the craft and the remarkable effects achieved by the Indian workers are explained in this book with the simple, practical effectiveness and with the helpful illustrations which make the author's books notable. (Doubleday, Page & Company, New York. Price, net, \$1.00.)

*The New South and Other Addresses*, by Henry Woodfin Grady, with biography, critical opinions, and explanatory note, by Edna Henry Lee Turpin, make up Nos. 239 and 240 of Maynard's English Classic Series. Grady is one of the men whom the world delights to honor, not only because of his brilliant oratory but because it was used on the side of peace and humanity and because in all his ways he showed the most lovable traits of character. The publishers have made no mistake in including his speeches in their series for the use of schools. These patriotic addresses should be read by every youth in the land. (Maynard, Merrill & Company, New York. Price \$0.24.)

*Ten Frenchmen of the Nineteenth Century* is the very interesting little book that Dr. F. M. Warren, professor of modern languages in Yale university, contributes to the Chautauqua series. Incidentally he shows what a large contribution France has made to the store of modern thought. After a historical chapter by way of introduction he treats of Guizot and the cause of constitutional monarchy, Fourier and socialism, Thiers and republican principles, Gambetta and the third republic, Victor Hugo, Balzac and realism in literature, Zola, Renan and Biblical criticism, Pasteur and the germ theory, and De Lesseps and inter-oceanic canals. Selections from the writings or speeches of these men are also given. The book shows how great a pioneer work the French have done in many fields. (The Chautauqua Press, Chautauqua, N. Y.)

*The Children's Poet* is a little book on Henry Wadsworth Longfellow, by Lillie Faris. It contains just the material to make children acquainted with Longfellow's history and with some of his poems, including "The Village Blacksmith," "The Children's Hour," "The Children," "To the River Charles," and "From My Armchair." There are several good illustrations. (F. A. Owen Publishing Company, Donsville, N. Y.)

*Interpretive Forms of Literature*, by Emily M. Bishop.—While the expression which give the title to this book is a somewhat unusual one, it seems to express most definitely the purpose of the volume, which is to present a classification of the various forms of literature according to their dramatic significance in oral interpretation. These forms are direct personal address, impersonal address, exalted address, contemplative address, plain narrative, dramatic narrative, soliloquy, narrative monolog, dramatic monolog, character monolog, tragedy, comedy, melodrama, farce, and burlesque. The author defines each of these and besides gives suggestions as to the proper interpretation. The book is equally valuable to those who desire merely to study literature and to

those who would interpret it themselves or show others how to interpret it. (Emily M. Bishop, publisher. Printed by the Nyvall Press, 242-244 West 41st street, New York.)

To those who dream of an escape from the daily treadmill of toil, to the free, easy joyous life of nature the book by Philip G. Hubert, Jr., entitled *Liberty and Living* will appeal especially. It is the record of an attempt to secure bread and butter, sunshine and content, by gardening, fishing and hunting. Some will remember the pleasure they received from this book when it was published first; this later edition is sure to have a greatly increased circle of readers.

Mr. Hubert's experiment was made on Long Island. He appears to have secured for himself those things which he deserved and it would also appear by influence and indirect statement that Mrs. Hubert and several children have also learned content. The author does not intend to be understood that such a life would suit everybody; he realizes that not every woman of culture would be satisfied to live so secluded an existence, and also that good schools are expensive, and perhaps the best a father can do for his children at home falls short of school training. The narrative is both poetical and practical. (G. C. Putnam's Sons, New York. Cloth, 12mo. 252 pp. Price, \$1.020.)

*Pioneers of the Mississippi Valley* by Charles A. McMurtry, Ph. D.—This volume of stories was first published in 1891, and after many editions has been revised a second time, and now takes its place as the second of those volumes of Pioneer History Stories. The first volume dealt with "Pioneers on Land and Sea" the third will tell of the exploits of the early explorers of the Rocky Mountain states. The present volume describes the work of the Joliet, Marquette, La Salle, Hennepin, Boone, Roberson, Sevier, George Rodges Clark. There are also stories of Marietta and Cincinnati, Lincoln's early life, the Sioux massacre in Minnesota and De Soto's discovery of the Mississippi. These form the back-ground of the history of the region and prepare pupils for a more thorough study, later on, of the development of white civilization along the Father of Waters. The author's narrative is admirable, simple, picturesque avoiding needless details and comment. The book has a frontpiece map and many illustrations of early life and events in the Mississippi Valley. (The McMillan Company, New York.)

*The House in the Woods*, by Arthur Henry.—Perhaps some of our readers have enjoyed this author's former story, "An Island Cabin." The critics all seemed to take kindly to that. One of them said it combined the delights of a Sancho Panzo Island with the adventures of a Connecticut Family Robinson. Another called the author a homespun Thoreau, and another spoke of "the strong salt breath of ocean air which blows thro its pages." As that was a tale of the ocean, this new book, *A House in the Woods*, is one that brings us in close touch with mountain life. It is a book with human interest. The writer tells how the forest was cleared and the house built in the Catskills; how a home was made, and the wild things of the mountains yielded place to their domesticated brethren. He shows the beauty of nature in the mountains, the joy of existing out-of-doors, and the success, not of mere country living but also of country fellowship. In every line the author shows his deep love of nature; his book brings to us the breezes and aroma of nature's solitudes. (A. S. Barnes & Company, New York. Price, \$1.50.)

## Change Food

### Some Very Fine Results Follow.

The wrong kind of food will put the body in such a diseased condition that no medicines will cure it. There is no way but to change food. A man in Missouri says:

"For two years I was so troubled with my nerves that sometimes I was prostrated and could hardly ever get in a full month at my work.

"My stomach, back, and head would throb so I could get no rest at night except by fits and starts, and always had distressing pains.

"I was quite certain the trouble came from my stomach but two physicians could not help me and all the tonics failed and so finally I turned to food.

"When I had studied up on food and learned what might be expected from leaving off meat and the regular food I had been living on, I felt that a change to Grape Nuts would be just what was required so I went to eating it.

"From the start I got stronger and better until I was well again and from that time I haven't used a bit of medicine, for I haven't needed any.

"I am so much better in every way, sleep soundly nowadays and am free from the bad dreams. Indeed this food has made such a great change in me that my wife and daughter have taken it up and we are never without Grape Nuts on our table nowadays. It is a wonderful sustainer, and we frequently have nothing else at all but a saucer of Grape Nuts and cream for breakfast or supper." Name given by Postum Company, Battle Creek, Mich.

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"There's a reason."

Look in each package for the famous little book, "The Road to Wellville."

## The Educational Outlook.

The platform of the Republican party in the state of New York, adopted at Saratoga on September 16, advocates greater appropriations for the schools of the state, and especially recommends the extension of the free high school system.

Mr. J. Walter Barnes, formerly principal of the West Virginia normal school at Fairmont, has been nominated by the democratic party for Congressman from the first district of West Virginia.

The labor unions of California thoroly believe in "unionizing" everything. The state Federation of Labor has issued a circular letter to all of the teachers in the San Francisco public schools, asking them to form a union. The letter suggests that each school elect one teacher to hold a conference with the officials of the federation. It is understood that such unions have already been formed among the teachers of San Jose, and in other California towns.

The opening of the Cincinnati school season has reflected the recent pastoral letter of Archbishop Elder, forbidding children of Roman Catholic parents from attending the public schools. The registration at the public schools is 2,000 less than last year, the decrease being in those districts largely inhabited by Roman Catholics. Dr. Elder says, however, that there will be many exemptions, owing to ill health, distance, and other unavoidable circumstances.

Many subjects are presented for study at American universities, and many more subjects are often suggested, but the most original idea for an academic chair comes from a meeting of Methodist ministers in New York. One of the reverend gentlemen said: "Every one of our colleges and universities ought to have a chair for the teaching of men whose business it shall be to go out and instruct others how to keep from frequenting such places as Bishop Potter's Tavern." Selah!

The study of insurance has been made a regular part of the curriculum at Yale, open to seniors and juniors. Mr. Charles Farle Johnson, of Hartford, has been appointed to the chair with the title of professor of insurance. The course is the outgrowth of a series of lectures delivered informally last year.

The annual convention of the Business Educators' Association of Canada was held at Halifax in July. There was a large attendance. The association was entertained by the mayor of Halifax and his council, and transacted a large amount of business.

When the public schools in Newark, New Jersey, were opened on September 12, about fourteen hundred children had to be turned away. This was in spite of the fact that the city board of education had planned for an additional 2,500 seats.

The University of Chicago is to open a new department, the Institute of Social Science and Arts. Its object will be to train men and women for work in charitable and reformatory institutions, and in organized movements for civic betterments, such as social settlements, according to the best systems now in practice, and in accordance with the highest ideals. The director of the institute will be Prof. Graham Taylor.

The public school at Springfield, N. J., could not be graded nor begin its classes on time this fall. The Baltusrol golf club lies near Springfield, and had its amateur championship games during the week that school opened. Fifty of the larger school boys acted as caddies. When the tournament is over they will come to school.

Learning the value of five-grain anti-kamnia tablets in nervous disorders, I tried them where there was pain and nausea. For the uneasiness which was almost continually present, they proved a sterling remedy. In cases of painful dyspepsia, I always include this remedy in my treatment. H. C. Reemsnyder, M. D., in notes on New Pharmacal Products.

The Rev. Dr. Flavel S. Luther will be inaugurated as president of Trinity college on Oct. 26. President Hadley of Yale will be among the representatives from other colleges.

In the schools of Staffordshire, England, instruction in gardening is given to the primary pupils. Small parcels of land are obtained near the schools, and these are laid out in the manner of a well-regulated vegetable garden. Here the children are taught the best methods of growing vegetables. All of the ordinary varieties which appear on the table are given beds in the garden.

Several county superintendents will be chosen by the New Jersey state board of education next month. There are a number of candidates for the position left vacant in Essex county by the election of Supt. Elmer C. Sherman at Englewood. The position pays \$2,000 a year. Residence in the county is one of the qualifications demanded.

### College Military Training to be Increased.

The ninety schools and colleges thruout the United States, that have officers of the army assigned to them for military instruction, have received important orders from the War department.

Four hours a week must be assigned for drilling, and endeavors must be made to have the boys become skilled marksmen. Careful reports must be turned over to the secretary of war, and these reports will be inspected on the ground by an assistant of the inspector-general. Institutions where the standard of efficiency is not satisfactory will have their military instructors withdrawn. These orders are understood to have been suggested by the president.

### Universal Alphabet.

Boston university has sent a circular to the members of the American Philological association, about to assemble at St. Louis, anent the university's suggestion of a "universal alphabet." The circular invites the opinion of the members of the association concerning the advisability of holding an international conference, to adopt a phonetic alphabet for the leading European languages.

As soon as the university faculties re-assemble, a similar circular will be sent to all the professors.

### American School in Spain.

It is interesting to know that the only institution in Spain for giving a thoro higher education to women is an American institution. At least this is the description of the "International Institute for Girls," at Madrid, given by the Rev. William H. Gulick. It is probably a true description, altho doubtless there would be made dissent in Spain.

The International institute was started by Mrs. Alice G. Gulick as a small day school for girls, in Santaneda, as far back as 1877. In 1881, it was removed to San Sebastian, and here it remained until the outbreak of the Spanish-American war, when it took up a residence at Biarritz, across the French border.

The first attempt of Mrs. Gulick and her assistants was to train teachers for primary and secondary schools. In 1894, four of the institute's pupils received the degree of bachelor of arts from the state institute in San Sebastian. This degree entitles the possessor to enter the Spanish universities without examination, and it was planned for the pupils to enter the University of Madrid. Hitherto that university had been considered as exclusively for young men.

From the exodus of April 23, 1898 until 1903, the institute made its home at Biarritz, but with no diminution in the number of Spanish students. Last year, it was enabled to purchase a handsome building in Madrid where its accommodations are taxed to the utmost.

### Indian Territory Race Problem.

The Department of the Interior has learned that protests from the Indian Territory will

soon be presented to Secretary Hitchcock against the mixing of negroes and Indians in the new schools shortly to be opened by the government. The protests will be signed by influential men in the territory. Many of the Indians are declaring that they will boycott the schools if their children are compelled thus to associate with negroes.

The principal objection to these mixed schools comes from the Chickasaws and Cherokees, the most advanced of the Indian tribes.

### Meeting of the World's Chemists.

The Society of Chemical Industry began its annual session on September 8, in the gymnasium of Columbia university. This is the first meeting the organization has held outside of Great Britain.

Prof. Charles F. Chandler welcomed the society in behalf of Columbia university. The welcome was responded to by Sir William Ramsay, K.C.B., president of the society, the greatest living chemist.

Sir William, in his annual address, dwelt on the supreme importance of the power of research in chemical students, and said that that power could best be developed by imitation. If the teacher was engaged in research, a "chemical atmosphere" would be created in the laboratory.

There should never be more than forty or fifty men in a laboratory, otherwise the teacher could not know what each was doing. The laboratories of Liebig, of Wohler, and of Bunsen were looked back to with loving recollection by their students, because their number was so small that they formed one family. If a professor became so famous that students crowded to him, it was better to build another laboratory and hire another professor.

As the professors of law, medicine, engineering, and other professions, including technical chemistry are, by occupying their academic chairs, debarred from active practice, the emolument attached to those chairs should equal the rewards won in the world by the most successful practitioners. Then the best men would be attracted to the universities, than which nothing could be more desirable. All teachers need not be highly paid, but some should be. The best method of appointment was election by the faculty of the university.

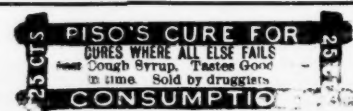
In Sir William's judgment the departments of chemistry should not be walled off, but students of organic, inorganic, and physical chemistry should work in the same room, seniors and juniors mingling together. Above all, every man should be judged by his achievements rather than his knowledge, and a college degree was by no means essential for achievement.

Mr. William H. Nichols, president of the General Chemical Company was elected president of the society for the ensuing year.

It was announced that the medal of the society, awarded every two years for conspicuous service rendered to chemical science, had been bestowed this year on Dr. Ira Remsen, president of the Johns Hopkins university.

### Geographic Congress.

The eighth International Geographic Congress began its sessions in Washington on September 8, at the George Washington university. The congress was welcomed by Prof. C. D. Wolcott, director of the United States Geographical survey, on behalf of President Roosevelt. After sending a telegram of thanks to the president, the congress listened to the address of its president, Commander Robert E. Peary, U. S. N., the famous Arctic explorer. The Swiss government has formally invited the congress to meet in 1908 at Geneva, and the Hungarian government has extended the same invitation for Budapest.





## The Greater New York.

Dr. Thomas M. Balliet will be installed as dean of the School of Pedagogy on Saturday morning, September 26, at 11 o'clock. The installation will take place at the University building in Washington Square.

The news that the board of education had decided to award contracts for supplies for five years, instead of for one year, as heretofore, was welcome to educational publishers. It will be a saving to them as well as to the city. Bids were opened by Superintendent Jones of the Supply Department on September 13, and the awards will be made as soon as practicable.

The board properly in the interest of progressive education, reserved the right, during the contractual period of five years, to strike any book from the list of text-books. The contract will also cease to be binding if the city government provides insufficient appropriations therefor.

Superintendent Maxwell has issued orders that all school buildings are to be in the hands of their janitors within a half hour after the classes have been dismissed. The only exception is where the principal has specifically assigned a certain room for a conference of the teachers. It is evident that the time honored punishment of "keeping in" has thus been abolished. Also that the out-of-class work of teachers must be performed in the fresher atmosphere of their homes.

Secretary Palmer, of the board of education, has suggested that special exercises be held on Feb. 19, 1905, to commemorate the one hundredth anniversary of the formation of that organization, which, later known as the Public School Society, caused the establishment of the public schools of New York. The suggestion of Mr. Palmer will probably be adopted.

Two high school principals were installed in office in New York at the opening of the schools this year. They were Frank Rollins, at the Stuyvesant high school, and John H. Denbigh, at the Morris high school, both in Manhattan.

Mayor McClellan is strongly in favor of attempting to reduce the number of part time pupils, by turning the school buildings in the congested districts over to the younger children, and appropriating car fare for the older ones who will thereby be compelled to

go a considerable distance. This is known as the Ettinger plan. The mayor also favors renting tenement houses for use as temporary schools. But Superintendent Maxwell says that the tenements cannot be made conformable to the fire regulations.

Chancellor MacCracken, of New York university, has announced that Mr. Frederick W. Devoe has given a plot of land, embracing 3,000 square feet, to the school of applied science on University Heights. The gift is in honor of the late Andrew H. Green, "the father of Greater New York."

Secretary Palmer, of the board of education, has returned to the city. Last spring the board granted him leave of absence, in order that he might write a history of public education in New York. Upon this work he has been occupied ever since. The book will be an elaborate one minutely chronicling the course of public education in this city, from 1633 to the present year. This history has never been presented before in an adequate form. Mr. Palmer expects to have his book issued from the press in time for the centennial to be celebrated in February next.

The total number of children registered in the primary schools of New York city is 544,547. The increase over last year is 36,546. Of this vast army of pupils, those on part time will be 81,318, which, it is somewhat encouraging to note, is 5,806 less than the aggregate of part time children last year. Within a short time 901 pupils in the boro of Richmond, now on half time will be given full opportunities by the completion of school No. 17.

The high schools report a registration of 22,735; an increase of 1,916. In the training schools 950 boys presented themselves, 258 more than last year.

Only 433 of the youths in the high schools are compelled to attend only half a day. Thus, the grand total of all those educated at the public expense in New York, in both primary and secondary schools, reaches the stupendous figure of 568,232 boys and girls.

Arrangements were made last week by which work could have been resumed on the manual training school in Brooklyn, and school No. 13 in that borough. Work had ceased on account of the employment of non-union electrical workers. Electrical Workers' Union No. 3 agreed to return to work on these buildings if the non-union men were removed.

These men were removed, but some days later the Brooklyn board of walking delegates refused to allow work to be resumed unless the board of education revoked the contract. So the school buildings remain idle, altho they are most urgently needed.

William Rabenort, formerly principal at Paterson, New Jersey, was installed last week as principal of school No. 9, on east 134th street.

The Supreme Court of New York has decided another suit against the board of education. Oscar E. Shaul was appointed a principal at \$3,000 a year. This salary the board afterwards reduced to \$2,625. Mr. Shaul refused the reduction and lately sued for his complete salary. The court awarded it to him.

### Birth Certificates in Demand.

The instructions issued by Superintendent Maxwell, requiring parents to present satisfactory evidence of the age of their children, when registering the children at school, has had the effect of swamping the health office. Many parents have desired a certificate, from the department of health, of the birth of their children, and as the records at that department are not properly indexed and cataloged, the clerks have not been able adequately to meet the demands.

Health Commissioner Darlington will ask the city government for \$75,000 to provide an index for his departmental records, and thus prevent the difficulty from being repeated at each school opening.

### Suspension of Strike Asked.

Richard H. Adams, chairman of the committee on buildings of the board of education, has sent letters to the president of the Employers' association and the president of the Building Trades Alliance, asking them to suspend their lock outs and strikes on the school buildings now being erected in New York.

Mr. Adams recites the imperative need for the completion of the new schools, and points out that the work on them bears such a small proportion as compared with all the construction being carried forward in New York, that a suspension of hostilities over these buildings will not seriously affect the decision of the questions concerning which the association and the alliance are in dispute.

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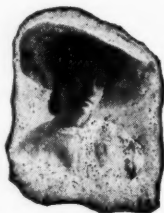
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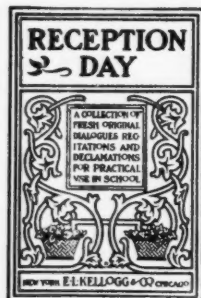
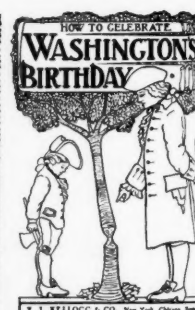
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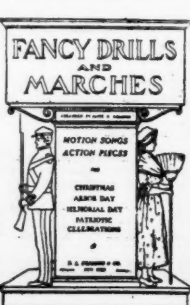
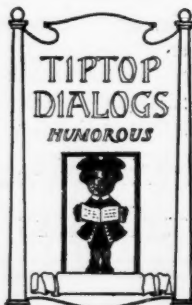
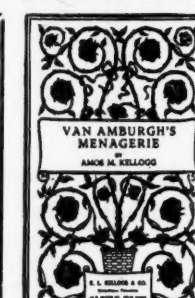
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The Employers' association has requested that a list of the public schools which it is most necessary to have finished be transmitted to it. The association declares it will complete these schools immediately, labor unions or no labor unions.

### Committees of Superintendents.

The following committee assignments have been announced by Superintendent Maxwell:

Committee on Nomination, Transfer and Assignment of Teachers—George S. Davis, chairman; Albert P. Marble and John H. Walsh.

Committee on School Management—Thomas S. O'Brien, chairman; John H. Walsh and Clarence E. Meleney.

Committee on Course of Study, Libraries Text Books, and Supplies—Andrew W. Edson, chairman; Edwin L. Stevens and Thos. S. O'Brien.

Committee on High Schools and Training Schools—Edwin L. Stevens, chairman; Algernon S. Higgins, and Andrew W. Edson.

Committee on Evening Schools and Vacation Schools and Playgrounds—Algernon S. Higgins.

Committee on Compulsory Education—Clarence E. Meleney.

Division 1, comprising Districts 1 to 9, Manhattan, inclusive—George S. Davis.

Division 2, comprising Districts 8, 12, 13, 15, 16, and 17, Manhattan—Clarence E. Meleney.

Division 3, comprising Districts 10, 11, 14, 18, 19, 20, 21, and 22, Manhattan—Andrew W. Edson.

Division 4, comprising districts in the Bronx, Thomas S. O'Brien.

Division 5, comprising Districts 27, 29, 31 to 36 inclusive, Brooklyn—Algernon S. Higgins.

Division 6, comprising Districts 28, 30, and 37 to 40 inclusive, Brooklyn—John H. Walsh.

Division 7, comprising districts in Queens and Richmond—Albert P. Marble.

The most noteworthy change is that appointing Associate Superintendent Stevens as chairman of the committee on high and training schools. The rapid extension of high school courses, and the opening of new manual training and commercial schools devolves on this committee administrative work of the greatest importance.

Two changes are announced in the faculty of the University of West Virginia. Prof. Alexander S. Thompson of Lombard college, Ill., has been appointed head of the vocal department of the school of music. E. E. Church, Jr., of Lehigh university, has been appointed to succeed the late Clyde Randolph in the mechanical engineering department. Mr. Church is a graduate of the Massachusetts Institute of Technology.

### Recent Deaths.

The Rev. Dr. Raphael Lasker died in New York on September 12, aged sixty-six years. Dr. Lasker was born in Zirke, Prussia, and was educated at the Gymnasium of Gleiwitz and the University of Giessen. He began his Talmudical studies under his father, and came to this country in 1858. For twenty-five years he was rabbi of the congregation Ohabei Sholan in Boston. Dr. Lasker was also a former editor and publisher of the *New Era Magazine*.

Francis White, the prominent financier of Baltimore, died on Sept. 11 at his summer home near that city. Mr. White was the last survivor of the original board of trustees of the Johns Hopkins university, having been one of the executors of Mr. Hopkins' will.

BAYONNE, N. J.—John F. Lee, president of the board of education, died on Sept. 9 of typhoid fever, in the thirtieth year of his life.

Elmer G. Smith, a member of the board of education of Millburn, New Jersey, died in Millburn on Sept. 11, after a long illness. He was in his fortieth year.

## Teachers' Agencies.

**ONE DISADVANTAGE** of a recommendation agency occasionally manifests itself. On Sept. 2, 1904, Sup't Hartwell of Kalamazoo, Mich., telegraphed us from St. Albans, Vt., that he would like to meet a seventh grade teacher in our office the next day. When he got here he found the teacher waiting. After talking with her a while he came to the desk and said, "I thought you would have more than one candidate."—"We didn't think it necessary; isn't she good enough?"—"O I shall take her, but I find there is another vacancy and I thought a second candidate might do for that." He was on his way home and it was impossible to get a second candidate to him on the way. **OF A** still only a single candidate. He wrote Sept. 8: "I met Miss— at Detroit yesterday. But he offered to meet her at Detroit and we sent her on. As she preferred not to go back she is now here and ready for work. I thank you much for your help in the emergency." Of course another agency might have set candidates upon him at St. Albans, and boarded the train with them at Schenectady and Utica, and had a dozen or more here; but he seems to prefer a **RECOMMENDATION AGENCY**

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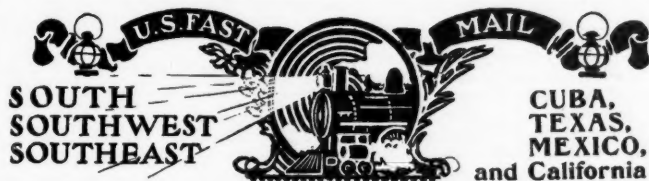
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## Literary News.

"The School-Teachers' Creed," by Edwin Osgood Grover, has already had a sale of fifteen thousand copies, in addition to the wide circulation given to it by the educational journals. The publisher, Alfred Bartlett, of Boston, announces a new edition large enough for the fall, and also an illuminated autograph edition.

The Scribners have ready a translation of the much discussed work of Abbe Loisy, "The Gospel and the Church." The Abbe is a leader of thought in France, and this book has aroused much discussion and argument all over the continent, having also not been unnoticed by the congregation of the Index.

To those who remember the delicate phrasing and strong poetic feeling of Bliss Carman's Ode on the coronation of Edward the Seventh, perhaps the best written on that occasion, it will be a pleasure to learn that Mr. Carman has a new book, just published. It is "The Friendship of Art" (the publishers being L. C. Page & Co., Boston), a volume of prose essays.

The J. B. Lippincott Company will, next spring, issue the first volume of a "French Men of Letters" series. This volume will be a life of Balzac by Ferdinand Brunetiere, the greatest of living French literary critics. If the remaining volumes are anything like the first, the Lippincotts will have made a valuable addition to real literature.

In twenty-four volumes, the complete works of Count Tolstoy will soon be published by Dana Estes & Co. The translator is Prof. Leo Wiener of Harvard, which ensures a correct and scholarly text, at the least. The effort has been to give everything of Tolstoy that is printed in Russia.

Charles Scribner's Sons will publish this month a translation of the little book "How I Spent my Sixtieth Birthday," by "Carmen Sylvia" (the Queen of Roumania). Probably Her Majesty has written a better book than its singularly infelicitous title would indicate.

"The Blue Badge of Courage," by Colonel Henry H. Hadley, commander of the "Blue Button Army," is a story of rescue work in New York and many other cities, which is published by the Saalfield Publishing Co. of Akron, Ohio. Colonel Hadley won his title in the civil war, but has since devoted himself to the lifting up of the fallen.

The Saalfield Publishing Company of Akron, Ohio, has a new book for boys by Frank E. Kellogg, author of their former juvenile work, "Four Boys on the Mississippi." It also deals with the boys' adventures on the mighty river.

Thomas Whittaker reports an advance demand for the volume of sermons of the Very Reverend George Hodges, dean of the Cambridge Theological seminary, shortly to be published under the title "The Human Nature of the Saints." Such is understood to be always the case with the dean's collected sermons. It is not surprising to those who have heard the vast amount of thought and observation which Dr. Hodges can pack into an epigrammatic twenty minutes.

"The Constitutional System" is announced by the Century Company, from the pen of Westel W. Willoughby, assistant professor of political service at the John Hopkins university. It treats of the formation and adoption of the constitution, and its subsequent development thru political action, and the decisions of the Supreme Court of the United States. There is a constant reference to the original sources.

Mr. Henry Mills Alden completed, on August 16, the thirty-fifth year of his editorship of *Harper's Magazine*. For six years before he assumed this position, he was editor of *Harper's Weekly*, having been appointed to that office at the age of twenty-six. This is a remarkable record, but the true virtue of it cannot be expressed in terms of years. It is what Mr. Alden has done in those years.

## Current Magazines.

The October *Century* will contain a paper "The Real Dangers of the Trusts," by John Bates Clark, professor of political economy at Columbia university. The paper will be awaited with interest. Professor Clark will point out the dangers of corruption in politics as well as disturbance in business, and, it is said, will offer some suggestions for trust regulation.

The *Critic* has begun to publish the literary autobiography of the late Lawrence Hutton, of Princeton. No man of the time had a wider acquaintance among literary men and women, and the autobiography should prove very readable.

In the *Studio* for September is found a wealth of articles on art with accompanying illustrations rarely equaled even by this able and enterprising magazine. The leading contribution is on "Mr. Moffat P. Linder's Water-Colors of Venice," by C. Lewis Hind, with illustrations, both colored and plain. Other illustrated articles are "The French Primitives," by L. M. Richter; "The Work of Max Liebermann," by A. E. Lutticke; "Mr. Clement Heaton and His Work," by Robert Mobbs, and "Joseph Crawhall, Master Draughtsman," by Percy Bate. This by no means exhausts the list. The magazine is one the artist or art lover cannot very well afford to be without.

The September number of *The Cosmopolitan* is quite unique. Its pictures and articles, twenty-five in number, deal with the Louisiana Purchase Exhibition at St. Louis. The writer of these is Mr. John Brisben Walker, the owner, editor, and publisher of the magazine. Mr. Walker explains that in the numbers of his magazine devoted to the Chicago and Buffalo fairs the articles were written by various writers and did not give any idea of these fairs as a whole. So Mr. Walker went to St. Louis late in June with two stenographers and a photographer, and devoted eleven days and nights to the work. The result is 128 richly illustrated pages of worthy description.

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## The Macmillan Company.

The announcement by the Macmillan Company of their fall books, shows the wealth and variety of their annual contribution to our book shelves. It is possible to glance at a few only of their offerings. In fiction, the most striking notices are of a new story by Jack London, "The Sea Wolf," and another novel by F. Marion Crawford, "Whosoever Shall Offend," which has its scene in modern Rome, where Mr. Crawford is sure to be interesting. We suppose that Dr. Newell Dwight Hillis would call his "A Forgotten Hero," fiction also, and so it probably is in a technical sense, but we imagine that altho agreeable to the novel reader, as Dr. Hillis' style must make any book, a philosophical and religious thread in the narrative will take it, in the popular estimation, into a more serious class.

Two announcements among non-fiction works are of real importance. One is the fifth volume of Mr. James Ford Rhodes' History of the United States from the Compromise of 1850. This volume will begin with the year 1864, and carry the reader half way thru the troublous Johnson administration. We regard Mr. Rhodes' history, notwithstanding some obvious shortcomings, as the best American history yet written of the period with which it deals, and we will probably review this new volume *in extenso* later.

The other important book is a biography of Hobbes, by the late Sir Leslie Stephen. When it appears, from the eminence of the writer, it will doubtless attract wide attention among students of English philosophy.

"Economic Essays," by the late Prof. Dunbar of Harvard, if they are equal to the other productions of the deceased political economist, will be one of the valuable contributions to American economics. Prof. Dunbar's vigor of mind and his wide scholarship enforced international attention to his works during his life, and will assuredly do no less now.

Other interesting forthcoming books are "From Epicurus to Christ," by President Hyde of Bowdoin college, "The Origin and Development of Moral Ideas," by Dr. Westermarck, author of the well-known "Human Marriage," and a "System of Metaphysics," by Prof. Fullerton of the University of Pennsylvania. In our own field is "A History of Education in the United States," by Dr. Edwin Grant Dexter, professor of education, University of Illinois, which we will notice again later.

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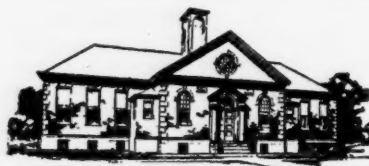
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